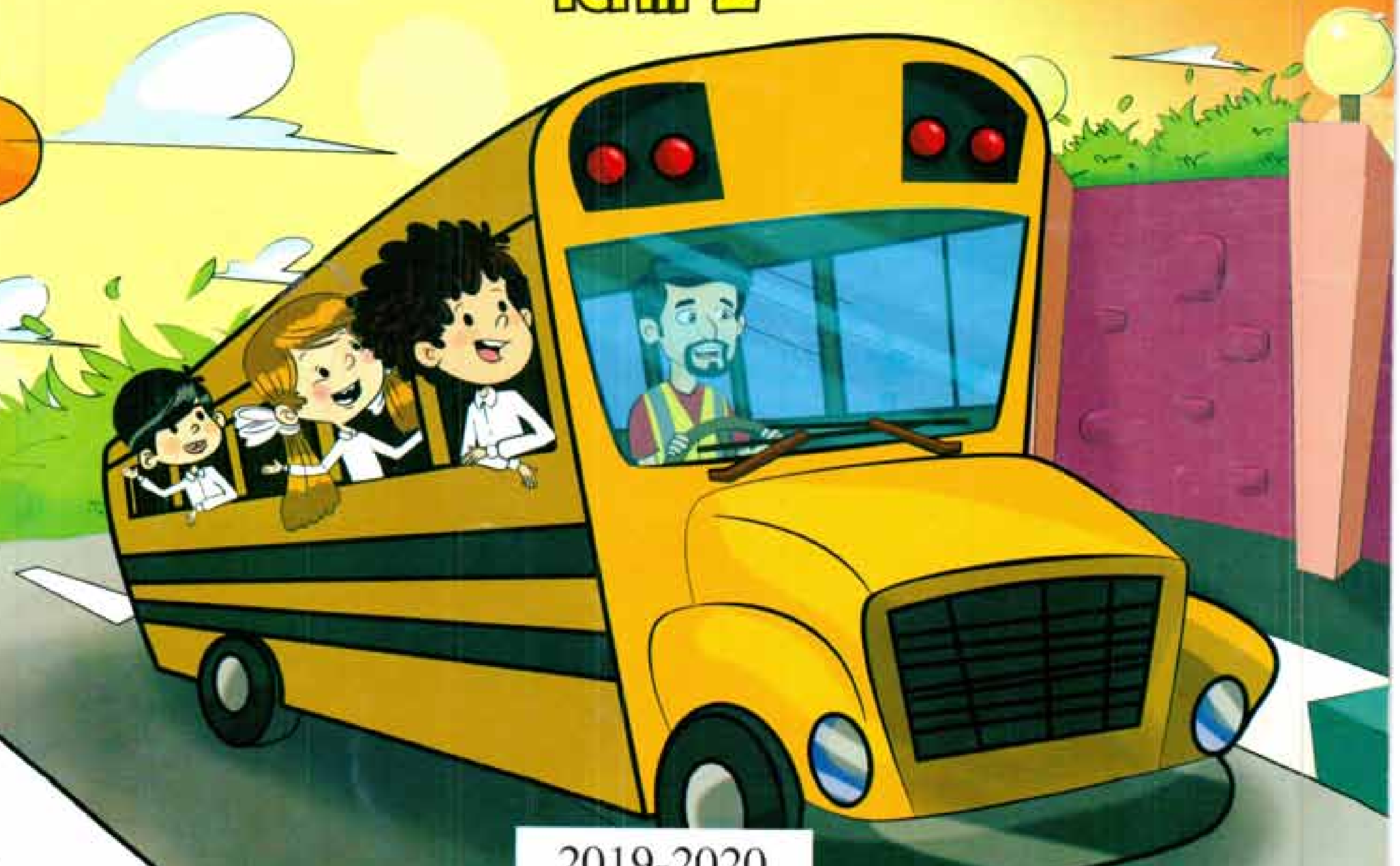
2

Connect

Primary 2

Student's Book

Term 2



2019-2020

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

Name:

School:

Class:

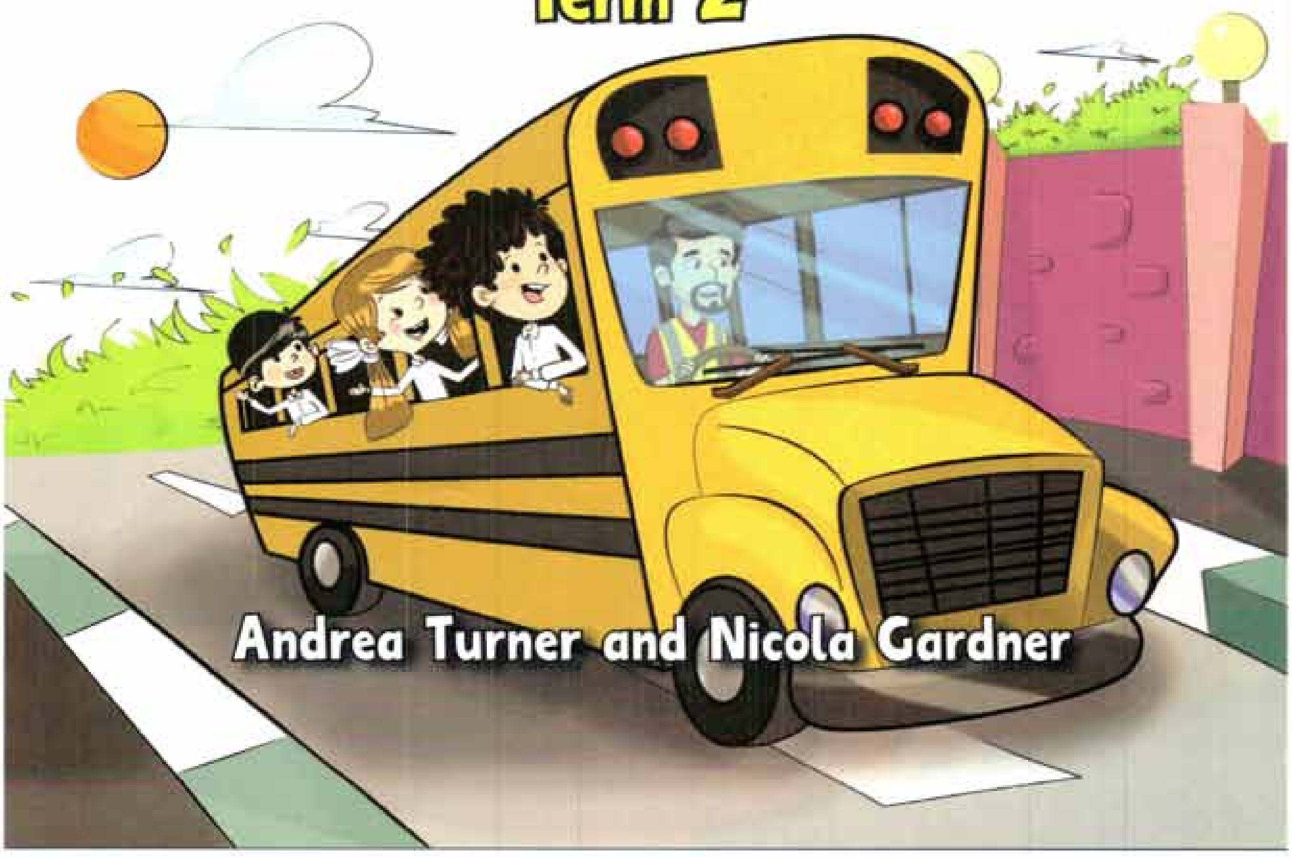
School year:

Connect

Primary 2

Student's Book

Term 2



Andrea Turner and Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

Remember the characters

1

Miss Mona

2

Busy Bee

3

Hana

4

Hany

5

Amira

6

Youssef

Contents

Theme 3: How the world works

Theme 4: Communication

Scope and Sequence

Theme 3: How the world works

Unit	Vocabulary	Language	Phonics
7 Into the countryside	*flower, park, tree, grass, plant, river, beautiful, rainbow, bench; wave, high, low; pick, protect, environment, throw, trash, recycle, trash can* States of water: *liquid, solid, gas; water, ice, steam*	*Is there a park?* *Yes, there is.* *No, there isn't.*	**ar:** park, farm, star , arm, car, garden, art, jar **or:** sport, horse, corn, shorts, story, morning, forty
8 A trip to the store	*coins, bills, pounds, money, numbers 1-100; stationery shop, toys, school items, pencil case, pen; sell, buy; nut, apple, orange, banana, lemon, fig; useful, currency, sweets, house, eat, flag, people; metal, paper, plastic, glass*	*Are there any (bananas)?* *Yes, there are.* *No, there aren't.*	**oi:** coin, oil, soil, point **oy:** boy, toys
9 At the farm	*farm, animal, cow, donkey, duck, fish, goat, horse, sheep, bird, cat, hen; baa, moo, quack; food, water, shelter, space, need*	*There is a (cow).* *There are (twelve goats).*	**o-e:** home, rose, nose, stone **oa:** goat, boat, goal, coat **ow:** yellow, rainbow, arrow, snow
Review 3	Revision of units 7- 9		

Theme 3: How the world works

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Collaboration: An Earth collage **Critical thinking: Observation:** **Differentiation between reality and imagination:** Connect with Art	**Independence:** **Self-responsibility:** A walk in the park	**Environmental responsibility:** Protecting the environment	**Science:** Different states of water **Art:** Water in art
Communication: Shopping role-plays **Problem-solving:** Provision of resources at the market/ fruit stall **Collaboration:** Make a money box **Critical thinking:** Defining relationships between different objects using money	**Curiosity:** Money		**Math:** simple sums with money (up to 100) **Science:** Materials
Collaboration: Make a farm **Critical thinking: Observation:** Caring for animals	**Cooperation:** Our farm **Curiosity: Connect with Science:** Caring for animals: products from animals	**Environmental responsibility:** Protecting animal rights	**Math:** simple sums with animals **Music:** Sounds of animals **Science:** Products from animals
Communication Self-management			

Scope and Sequence

Theme 4: Communication

Unit	Vocabulary	Language	Phonics
10 It's home time	*apartment, house; sofa, armchair, TV, picture, bed, computer, cupboard, couch, wardrobe; bedroom, kitchen, living room; oasis; triangle, circle, square, rectangle; igloo*	*I have an armchair and a cupboard in my living room.*	**ai:** tail, train **ay:** play, say **a-e:** cake, plate, face, grapes
11 At the toy store	*kite, robot, doll, book; big, small, tall, short; fine, ok, not bad, sad; climb; cell phone, tablet, computer, keyboard, video game, mouse, internet, camera*	*This is a big, blue balloon. That's a small, red robot.* *How are you?* *I'm fine / happy / sad / angry.*	**i-e:** five, write, line, nine, time **ie:** pie, fries **y:** fly, my, sky
12 Go straight on	ride, cycle, walk, drive; taxi, plane; left, right, straight, turn, next to; street, city, village, country, town, world; park, library, school, store, museum, beach	*He rides a bicycle.* *She drives a car.* *Turn right.* *Turn left.* *It's next to the park.*	**igh:** night, firefighter, right
Review 4	Revision of units 10-12		

Fiction reader: The Water Pump

Theme 4: Communication

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Collaboration: A 3D house **Respect for diversity:** Houses or apartments; homes around the world	**Compassion:** Helping others	**Loyalty and belonging:** Homes in Egypt	**Social Studies:** Different homes **Math:** A bar graph
Communication: Self-expression **Collaboration :** A toy store **Empathy:** Understand how others feel	**Curiosity:** Technology devices	**Technological awareness:** Digital technology	**ICT:** Develop an understanding of digital technology
Collaboration: Our town **Critical thinking: Observation:** Where is it?	**Independence:** Navigating around the local area **Love of home:** My world	**Loyalty and belonging:** My world	**Geography:** Places in the local area; Using a map
Communication **Self management**			
Communication **Problem-solving** **Creativity**			

Theme 3:



How the world works



Unit 7 Into the countryside

1 Look, listen and read



Listening and speaking

Unit 7

1 Listen, point and say

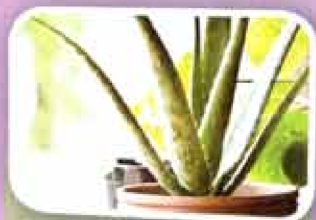

a flower


a park


grass


a tree

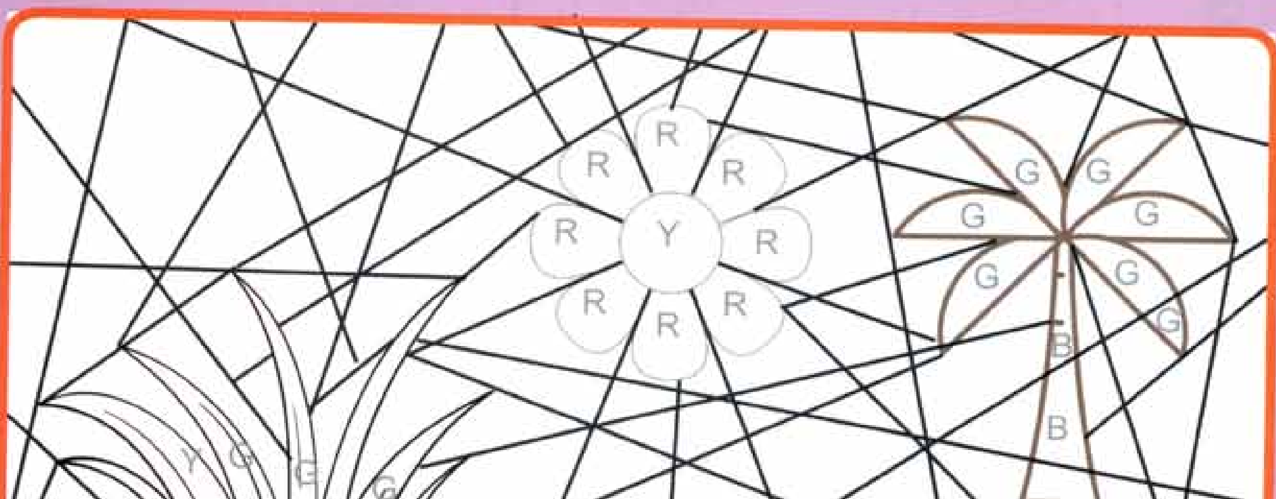

a river


a plant

2 Color

G = green, **R** = red,
B = brown, **Y** = yellow

3 Listen and answer using *Yes, there is.* or *No, there isn't.*



Language: *Is there a flower? Yes, there is. /No, there isn't.*
Vocabulary: *beautiful, rainbow, bench*

Reading

1 Listen, read and draw

In the **park** there's a **river**,
Plants, grass and a **tree**.
In the **park** there's a **flower**,
That I love to see.

In the **grass** there's an ant,
In the **flower** there's a bee.
In the **tree** there's a bird,
That I love to see.

2 Sing

Remember!

There's = There is
There isn't = There is not



1 Look, read and write

Yes, there is. | No, there isn't.



1 Is there a boy on the grass?

____________________.



2 Is there a fish in the river?

____________________.



3 Is there a lemon on the tree?

____________________.



4 Is there a bee on the flower?

____________________.



2 Ask and answer using new words



Is there a bird on the grass?



Yes, there is.

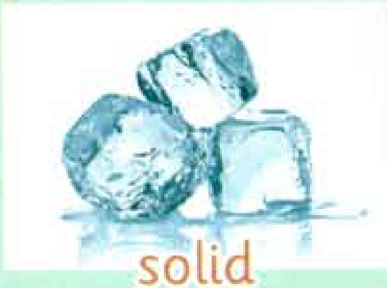
Connect with Science

States of water



1 Look and read

Water has three states.



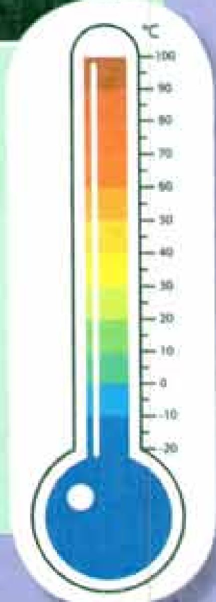
solid



liquid



gas



Very hot water is **steam**. Steam is a gas.



Water is a liquid.





Very cold water is **ice**. Ice is solid.



2 Write

gas liquid solid



1 This water is ______________________.



2 This water is ______________________.



3 This water is ______________________.

Connect with Science: The three states of water

1 Look and say

I like this picture. It is pink, blue and yellow. I can see boats. I can see the sea.



1



2



Wow! It's a picture of the sea. The **waves** are **high**.

3



Look at the sunset. The **waves** are **low**. The sun is going down. The sky is blue, pink and yellow. I like this picture, too.

2 Look, read and answer

1 What is a wave?

a a kind of boat
b water that moves
c water that doesn't move

2 What can you see in all the pictures?

a boats
b waves
c the sea

ar or

Learn sounds with Busy Bee!

1 Listen and repeat

2 Look and circle ar and or words

or



corn

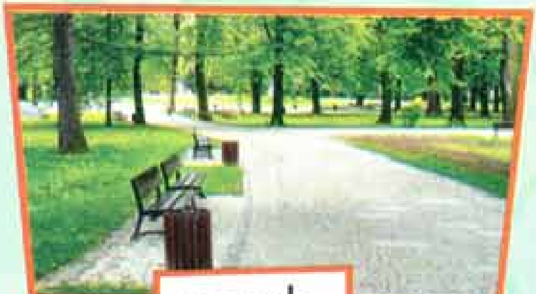
ar



star



horse



park



sport



art

Phonics: the *or* and *ar* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z

ar or

Unit 7

Learn sounds with Busy Bee!

1 Listen and complete

~~corn~~	~~jar~~	story	car	shorts	farm	garden	morning

ar

1 jar

2 ______

3 ______

4 ______

or

1 corn

2 ______

3 ______

4 ______

a b c d e f g h i j k l m n o p q r s t u v w x y z

ar or

Learn to write with Busy Bee!

1 Look, write and draw

2 Point and say

star	car	arm	horse	forty

1



2



3



4



5

ar or

Unit 7

Learn to write with Busy Bee!

1 Look, read and order



1 This / park / a / beautiful / is.

This is a beautiful park.



2 is / a / There / farm / on / the / horse.

____



3 I / sport / play / the / in / park.

____



4 There / flowers / are / in / garden / the.

____

2 Listen and circle the odd sound out

1 park	car	trash	arm
2 forty	shorts	horse	flower
3 parent	garden	farm	jar

a b c d e f g h i j k l m n o p q r s t u v w x y z

Story

A walk in the park

1 Listen and read

2 Role-play





Issues: Environmental responsibility

Story

Unit 7

3



4



Story

Think!

1 Read and choose, then check with your partner



1 I am in the park. I have some trash. What should I do?

a I put it in the trash can.
b I throw it on the grass.
c I put it in a recycling bin.



2 If I like a flower in the park, I can ..... .

a smell it.
b take a picture of it.
c pick it.

2 Listen and complete

a Hany and Hana went to the ____park____ with their ______________ . ______________ liked the flowers. She wanted to ______________ the flowers. Mom said ______________ .

b Hany wanted to throw ______________ in the ______________ . Dad said they can ______________ it at home. Remember to ______________ our environment!

1 Look and put a ✓ or ✗

2 Read and trace the good behavior

1



✗

I pick flowers.

I don't pick flowers.

2



I put trash in the trash can.

I don't put trash in the trash can.

3



I throw trash in the river.

I don't throw trash in the river.

4



I recycle.

I don't recycle.

5



I throw trash on the grass.

I don't throw trash on the grass.

6



I plant trees.

I don't plant trees.

Project: An Earth collage



1 Read and make


scissors



glue


colored paper


colored pencils

1 Find some old colored paper.
2 Tear the paper into small pieces.
3 Make a picture of the Earth.
4 Stick the paper onto the page.





Show and tell

Unit 7

1 Show and tell



Language: This is my Earth collage.
It's blue and green.

Self Assessment

Read and color the stars that describe your effort

Reading	I can read a text on the natural world with help. ☆	I can read a text on the natural world on my own. ☆ ☆	I can read and answer questions on a text on the natural world. ☆ ☆ ☆
Phonics or ar	I can read key words with *ar* or *or* sounds with help. ☆	I can read key words with *ar* or *or* sounds alone. ☆ ☆	I can put words into groups of *ar* or *or* sounds. ☆ ☆ ☆
Writing	I can write words on my own. ☆	I can write answers to *yes/ no* questions. ☆ ☆	I can reorder words to form sentences. ☆ ☆ ☆
Issues and speaking	I can say why the environment is important to us. ☆	I can say ways to protect the environment. ☆ ☆	I can say other ways to protect the environment. ☆ ☆ ☆
Science	I can say the three states of water with help. ☆	I can say the three states of water. ☆ ☆	I can say the state of water and other given objects. ☆ ☆ ☆
Project	I have problems when I work with my group to make an Earth collage. ☆	I work with my group to make an Earth collage. ☆ ☆	We help each other to make an Earth collage ☆ ☆ ☆

Play time

1 Trace. Then read and draw

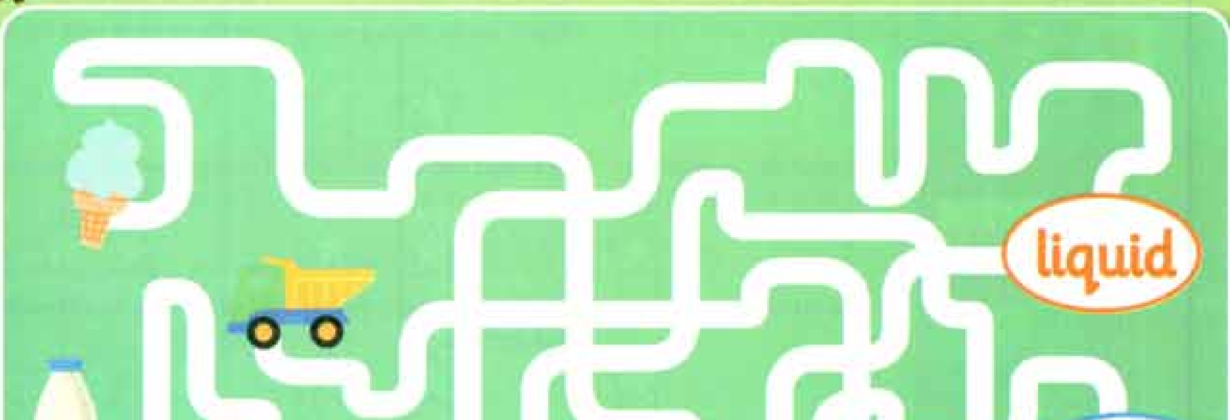
1

Is there a tree? Yes, there is.

2

Is there a river? No, there isn't.

2 Follow the maze



1 Color



Teacher assessment

Unit 8 A trip to the store

1 Look, listen and read



What is a stationery shop? A shop that sells **toys / school items**.

Usage

1 Look and number

(3) pens	( ) paint brushes
( ) bags	( ) colored pencils
( ) scissors	( ) pencils
( ) books	( ) paints
( ) calculators	( ) colored paper
( ) notebooks	( ) rulers



2 Look, read and complete

1 Are there any red pens? ....

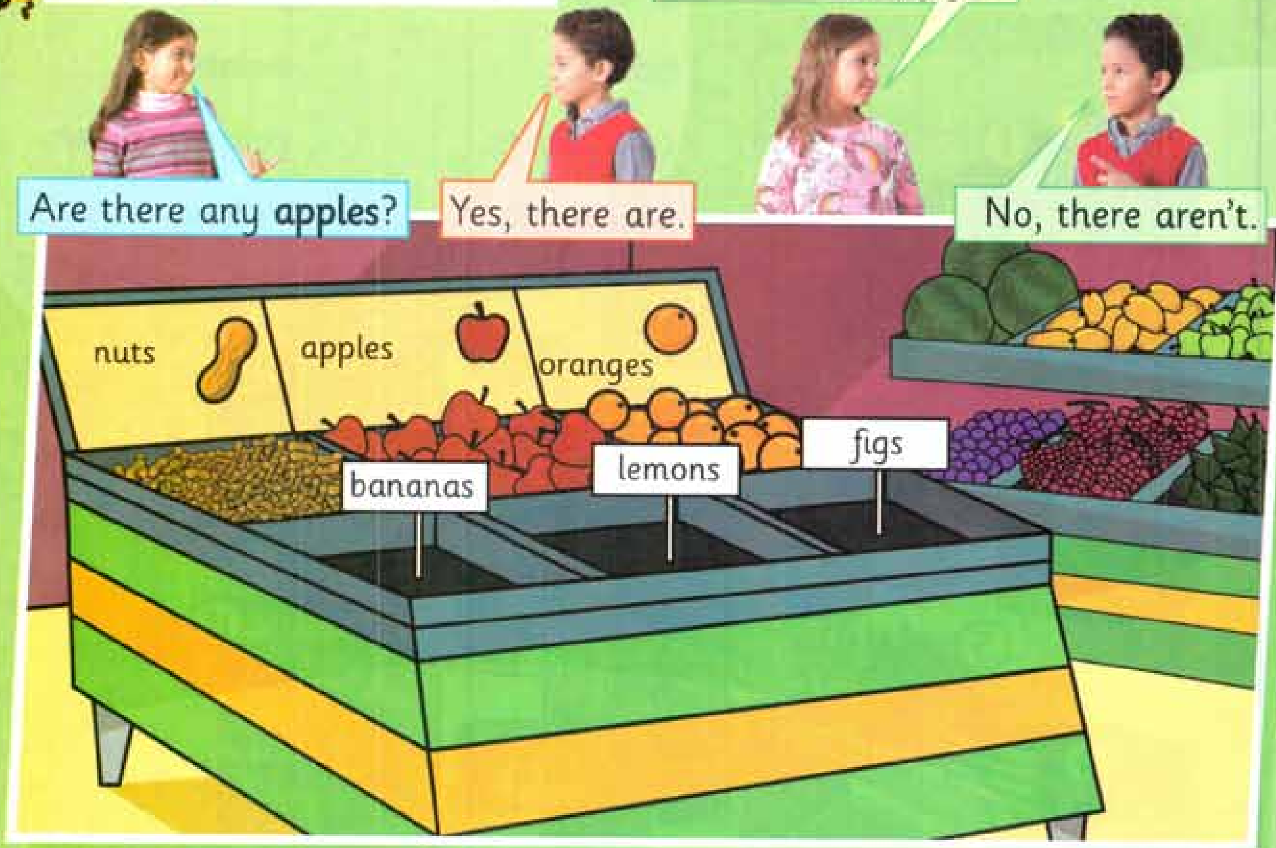
2 Are there any orange rulers? ....

3 Are there any blue notebooks? ....

Language: *Are there any red pens?*
Yes, there are. / No, there aren't.
Vocabulary: *Stationery shop*

Speaking

1 Look, ask and answer



2 Sing

Are there any apples?
Are there any oranges?
Are there any nuts?
Yes, there are!

Are there any bananas?
Are there any lemons?
Are there any figs?
No, there aren't!

Language: *Are there any apples?*
Yes, there are. / No, there aren't.

Connect with Math

Unit 8

1 Listen and read

10 20 30 40 50 60 70 80 90 100

2 Listen and point

20 21 22 23 24 25 26 27 28 29

3 Listen, point and say

1



It's bus number 43.

2



I'm number 20 in my team.

3



I live in number 67.

4



It's 52 pounds.

5



The car is number 84 in the race.

6



My grandpa is 75 years old.

Language: Numbers 10-100

Connect with Math

1 Look and match

1


2


3


4


a) The skirt is for LE seventy-two.

b) My friend lives in number forty-eight.

c) My sister is number twenty-two in her team.

d) My grandma is sixty-five years old.

2 Draw yourself and write the numbers



This is me. I am .... years old.
I live in number .... My friend lives in number ....

1 Read, count and write

How many are there in your classroom?

1 Are there any chairs? How many are there? ☐



2 Are there any children? How many are there? ☐



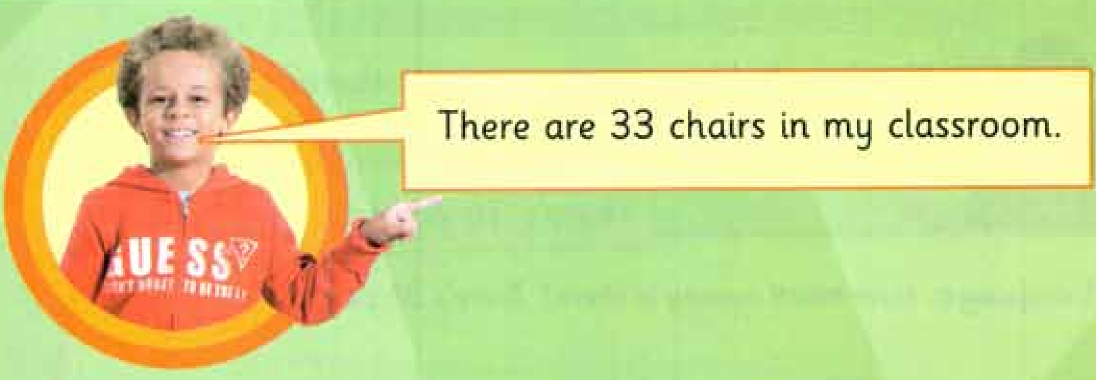
3 Are there any bags? How many are there? ☐



4 Are there any books? How many are there? ☐



2 Point and say



Connect with Math

Money

1 Read



These are coins.



These are bills.

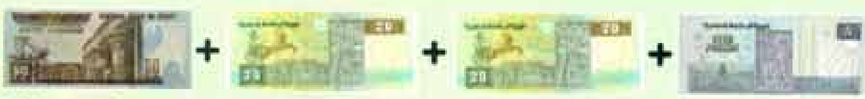
2 Count, write and say

1  = 36

Twenty plus ten plus five plus one is thirty six .

2  = ☐

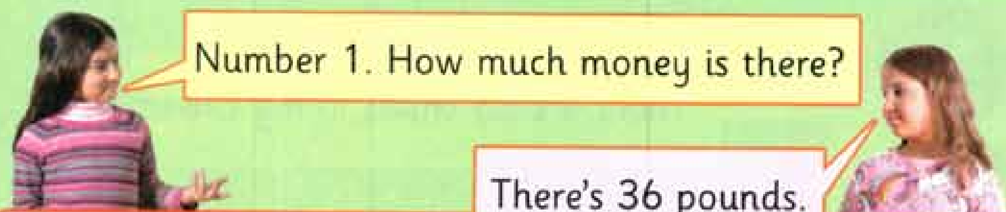
Fifty plus twenty plus one plus one is ....

3  = ☐

Fifty plus twenty plus twenty plus five is ....

4  = ☐

Ten plus five plus one plus one is ....



Language: *How much money is there? There's 36 pounds.*

1 Look and read

2 Role-play



3 Read and complete

1 How much are the shoes and pants, please?

That's 78 pounds, please.

2 How much are the T-shirt and skirt, please?

That's .... , please.

3 How much are the pants and skirt, please?

That's .... , please.



Life skills: Using money

1 Look, read and answer



Can you guess how much money Hana will pay?

2 Read and match

1. I want a bunch of yellow flowers, please.
2. How much are a cactus and a bunch of red flowers?
3. I want a plant and a bunch of red flowers, please.
4. How much is a cactus, please?

a. That's 89 pounds, please.
b. That's 44 pounds, please.
c. That's 56 pounds, please.
d. That's 66 pounds, please.

Connect with Social Studies

Money

1 Listen and read



We use money to buy things. Money is very **useful** in our world. In Egypt, people use money to buy things they need, like food, clothes and houses. We can also use it to buy things we want, like sweets and toys. In Egypt, the pound is our money or **currency**.



2 Read and choose the correct answer



1 Money is **useful / not useful.**

2 Things we need are **sweets / houses**.

3 We use money to **buy / eat** things.

4 The pound is the **currency / people** of Egypt.

3 Read and write

What do you want to buy with your money?

....

....

....

oi oy

Learn sounds with Busy Bee!

1 Look and circle oi and oy

2 Listen and repeat

1



coin

2



oil

3



boy

4



soil

5



toys

Phonics: the *oi* and *oy* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z

oi oy

Learn to write with Busy Bee!

1 Look and trace. Then say

1



Point at the oil.

2



The boy has a toy.

3



Is there a coin in the soil?

2 Listen and match



a b c d e f g h i j k l m n o p q r s t u v w x y z

Connect with Science

Materials

1 Listen and read



A coin is made of metal.



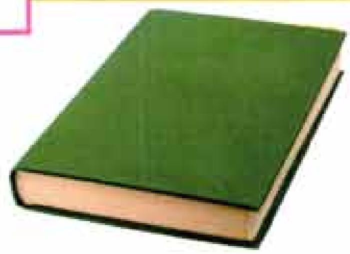
A bill is made of paper.

2 Look and write

metal paper

1 

A notebook is made of paper.

2 

....

3 

....

4 

....

1 Look and write

plastic | paper | metal | glass

1



A bag is made of plastic.

2



3



4



2 Point and say

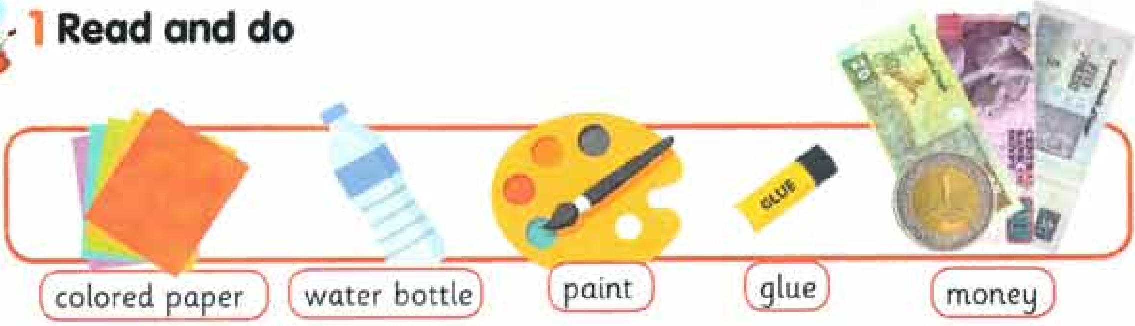




Number 1 is a toy. It's made of plastic and metal.

Project: Make a money box or bottle

1 Read and do



1



Decide what to make.

2



Paint your bottle.

3



Decorate the bottle.

4



Put some money in your money box.

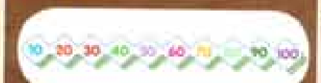
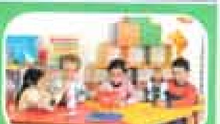
1 Show and tell



Language: *This is my money bottle.*

Self Assessment

Read and color the stars that describe your effort

Reading 	I can read a text on the stores. ☆	I can read and answer questions on a text on the stores. ☆☆	I can read and guess the meaning of new words in a text on the stores. ☆☆☆
Phonics 	I can read key words with *oi* or *oy* sounds with help. ☆	I can read words with *oi* and *oy* letter sounds on my own. ☆☆	I can complete sentences with words having *oi* or *oy* sounds. ☆☆☆
Speaking 	I can answer questions on *'Are there..?'*. ☆	I can ask and answer questions on classroom items using *'Are there..?'*. ☆☆	I can talk about the number of classroom items using *'There are'*. ☆☆☆
Writing 	I can write material words. ☆	I can complete a text using number words. ☆☆	I can write simple sentences on what things are made of. ☆☆☆
Math 	I can say the numbers 1-100 correctly. ☆	I can write the numbers 1-100 in words. ☆☆	I can use the numbers 1-100 to describe things inside and outside classroom. ☆☆☆
Science 	I can say the names of some of the materials given in the unit. ☆	I can say the names of the materials given in the unit. ☆☆	I can say what different classroom objects are made of. ☆☆☆
Life skills 	I can do simple sums with money with help. ☆	I can do simple sums with money. ☆☆	I can ask and answer about the price of given things. ☆☆☆
Project 	I have problems when I work with my group to make the money box or bottle. ☆	I work with my group to make a money box or bottle. ☆☆	We help each other to make a money box or bottle. ☆☆☆

Play time

1 Read and complete

made of glass

window

made of ....

....

My Classroom



....

made of ....

....

made of ....

1 Look and write

a = 1	b = 2	c = 3	d = 4	e = 5	f = 6
g = 7	h = 8	i = 9	j = 10	k = 11	l = 12
m = 13	n = 14	o = 15	p = 16	q = 17	r = 18
s = 19	t = 20	u = 21	v = 22	w = 23	x = 24
y = 25	z = 26				

8 15 23 13 1 14 25 19 20 1 18 19 1 18 5 20 8 5 18 5

How .... ?

20 8 5 18 5 1 18 5 20 23 5 14 20 25 – 6 15 21 18

....

2 Read the answer in Exercise 1 and draw

Teacher assessment

Unit 9 At the farm

1 Look, listen and read



2 Read and match

1 What is on the donkey?

2 Where are the animals?

3 What is in the water?

a At the farm.

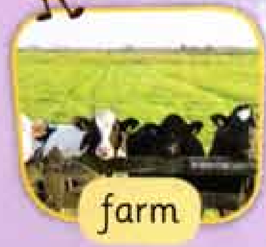
b Ducks and fish.

c A hen.

Listening and writing

Unit 9

1 Listen, point and say





















2 Read and number




1 There is a cow on the farm.

2 There are cows on the farm.

3 Look and write sentences



1 ....



2 ....



3 ....



4 ....

Language: *There is a cow. There are cows.*

Connect with Math

1 Listen and write the number



2 Ask and answer

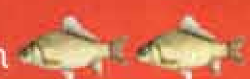
3 Read and complete

There are many animals on the farm. There are 25 ......cows...... and 30 .... I can see 45 .... and 14 .... I can see 18 .... and 42 .... There are 26 ....

Remember

1 cow  2 cows 

1 sheep  2 sheep 

1 fish  2 fish 

Let's sing

1 Match

1


2


3


a Baa!

b Moo!

c Quack!

2 Sing

The animals on the farm



The cows on the farm say moo, moo, moo.
Moo, moo, moo,
Moo, moo, moo.
The cows on the farm say moo, moo, moo.
All day long!



The sheep on the farm say baa, baa, baa.
Baa, baa, baa,
Baa, baa, baa.
The sheep on the farm say baa, baa, baa.
All day long!



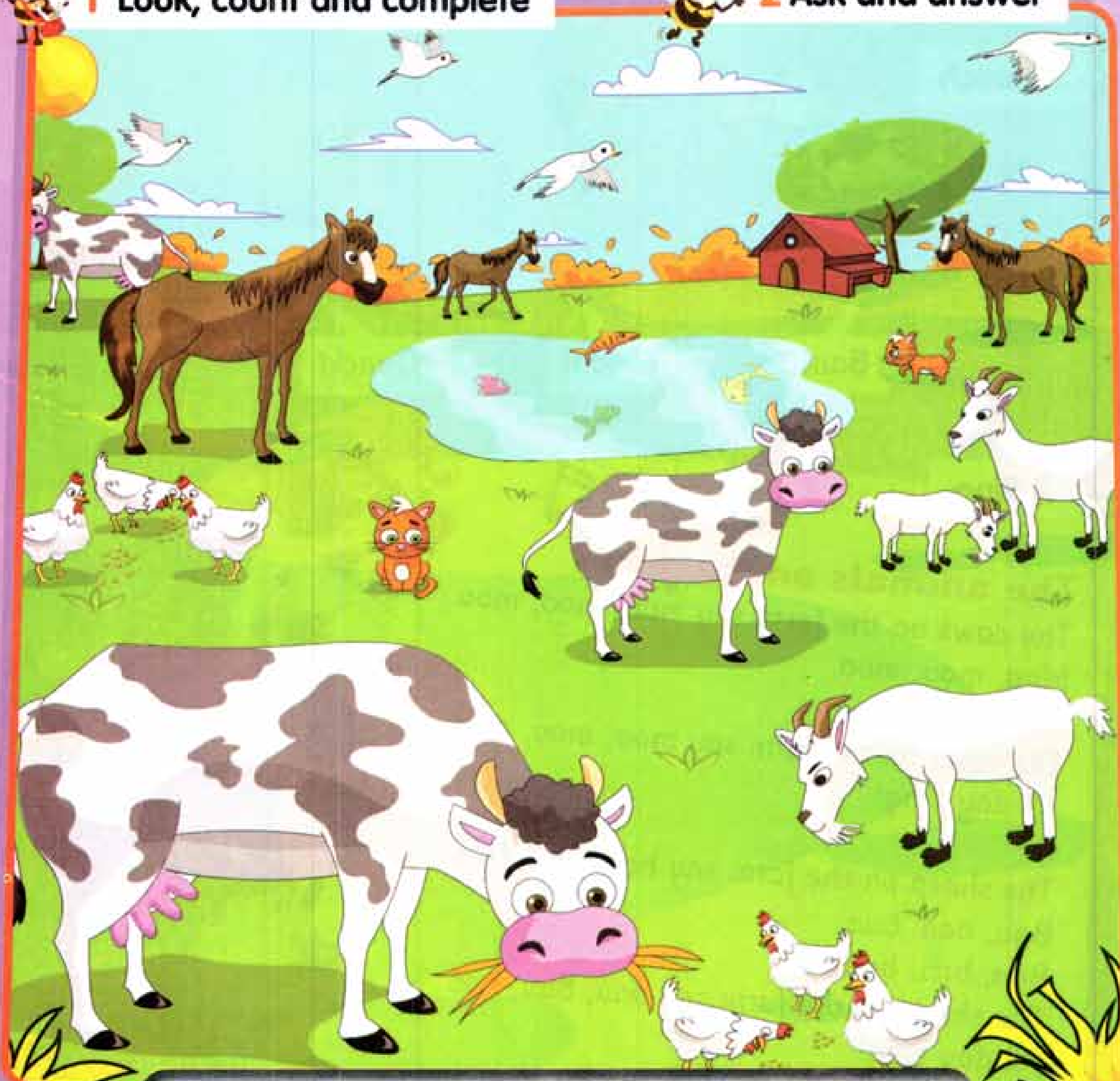
The ducks on the farm say quack, quack, quack.
Quack, quack, quack,
Quack, quack, quack.
The ducks on the farm say quack, quack, quack.
All day long!



Reading and speaking

1 Look, count and complete

2 Ask and answer



3 horses	hens	cows	goats
birds	fish	cats	sheep

1 Are there any donkeys?

2 Are there any fish?

3 Are there any goats?

4 Are there any sheep?

Yes, there are.

No, there aren't.

1 Listen, point and say

1



2



3



2 Read and write the correct number

On this farm, there is a hen. There are some sheep. There are donkeys. ☐

On this farm, there is a goat. There are cows. There are hens. ☐

On this farm, there are sheep. There are donkeys. There is a cow. ☐

oa ow o-e

Learn sounds with Busy Bee!

1 Listen and repeat

1

goal

2

boat

3

rainbow

4

arrow

5

home

6

rose

2 Look, read and say

There are yellow arrows on my boat.



Phonics: the *oa*, *ow* and *o-e* sounds

abcdefghijklmnopqrstuvwxyz

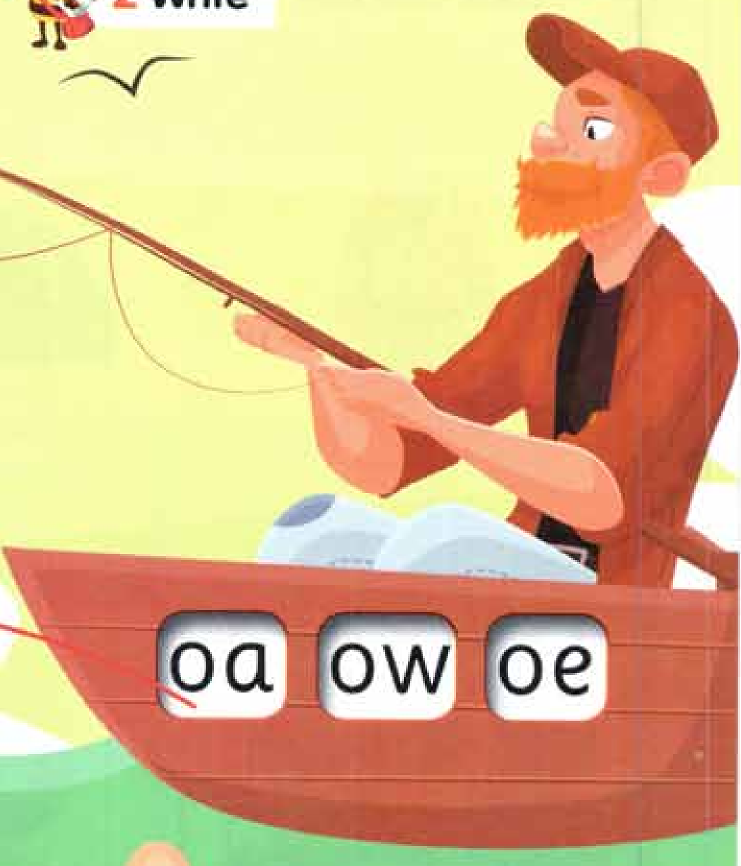
oa ow o-e

Learn sounds with Busy Bee!

1 Look and match

2 Write

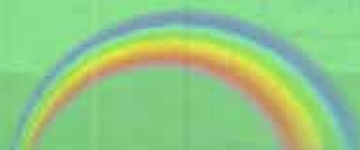




1 ....boat....



2 ....



3 ....



4 ....



5 ....



6 ....



7 ....



8 ....

a b c d e f g h i j k l m n o p q r s t u v w x y z

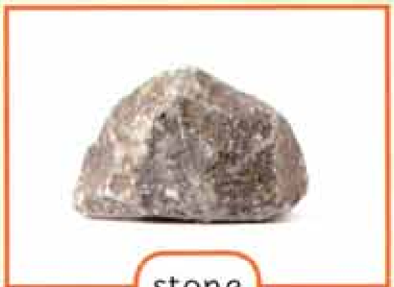
oa ow o-e

Learn to write with Busy Bee!

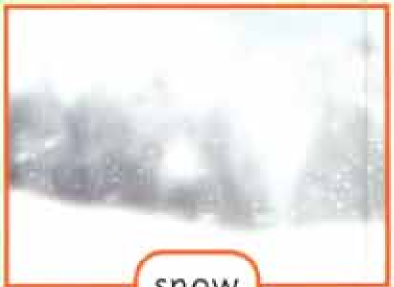
1 Look and say. Then write



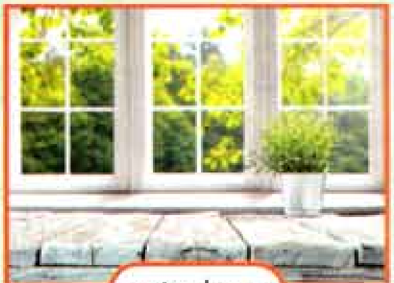
coat



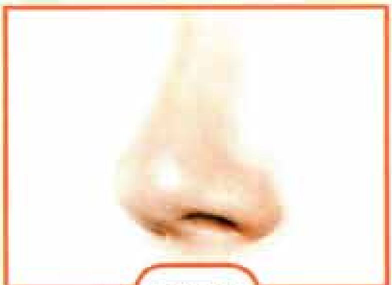
stone



snow



window



nose



goat

oa	ow	o-e
coat		

abcdefghijklmnopqrstuvwxyz

Connect with Social Studies: Farm animals give us products

1 Read and write


milk


eggs


wool


meat


meat

1. A cow gives us ....milk and meat.. .
2. A hen gives us ....
3. A sheep gives us ....
4. A duck gives us ....
5. A goat gives us ....

2 Now listen and check your answers

3 Draw and complete

A .... gives us ....

a b c d e f g h i j k l m n o p q r s t u v w x y z

Values

Caring for animals

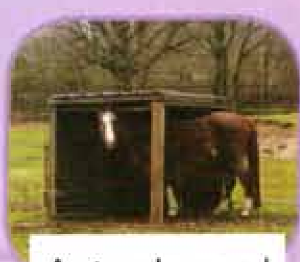
1 Listen and read



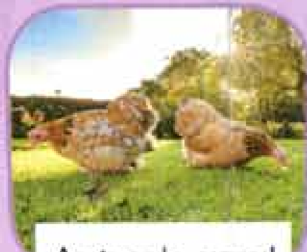
Animals need food.



Animals need water.



Animals need shelter.



Animals need space.

2 Look and write what's missing



This animal needs ....



This animal needs ....

Connect with Science

Animals give and take

1 Read and complete

Gives

....

....

....



A goat

Needs

....

....

....

....

Gives

....

....

....



A hen

Needs

....

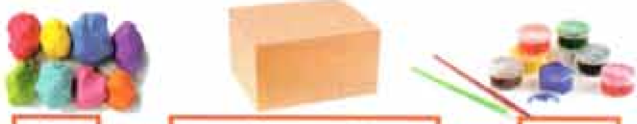
....

....

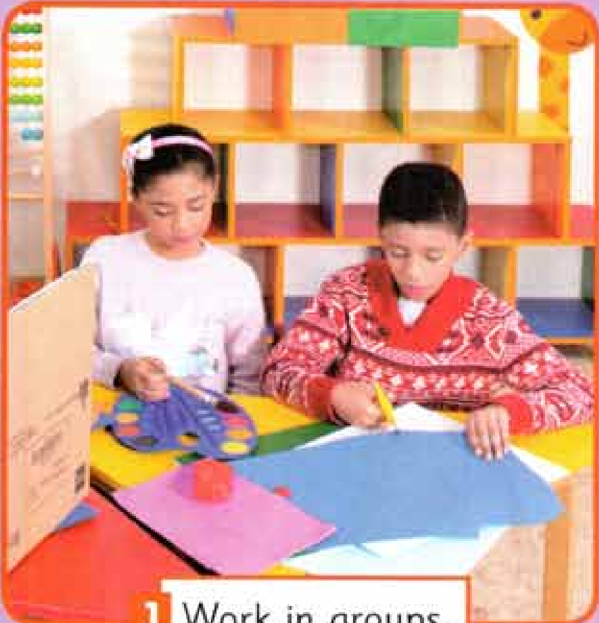
....

Project: A model of a farm

1 Read and make



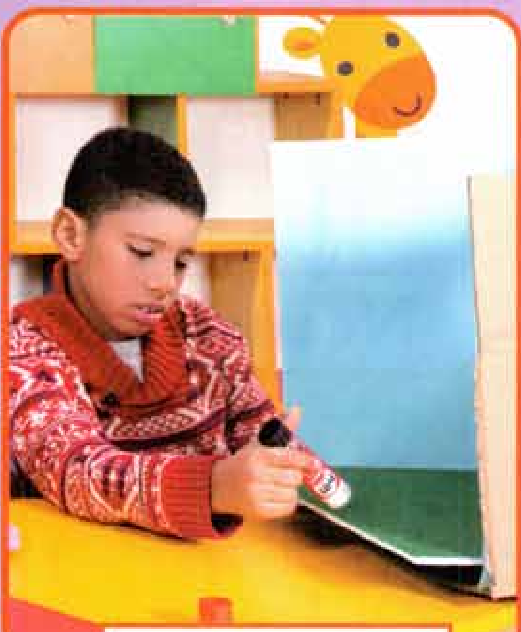
clay — cardboard box — paint



1 Work in groups.



2 Make your animals.



3 Cut out and stick.



4 Show and tell.

Language: *There are cows. There is a horse.*

Self Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on the farm with help. ☆	I can read and answer questions on a text on the farm. ☆ ☆	I can read a text and choose the correct picture that describes it. ☆ ☆ ☆
Phonics 	I can read key words with *oa, ow* and *o-e* sounds. ☆	I can write key wo[illegible]ith *oa, ow* and *o-e* sounds. ☆ ☆	I can put words into groups of *oa, ow* and *o-e* sounds. ☆ ☆ ☆
Speaking 	I can repeat a text with '*there is/there are*'. ☆	I can complete a text with '*there is/there are*'. ☆ ☆	I can describe a picture using '*there is/there are*'. ☆ ☆ ☆
Writing 	I can write material words. ☆	I can complete sentences on what animals need and what animals give us. ☆ ☆	I can write sentences on what animals need and what animals give us. ☆ ☆ ☆
Science and values 	I can say what animals need and what animals give us with help. ☆	I can say what animals need and what animals give us. ☆ ☆	I can say what happens to animals when they don't have their food, shelter, ... etc. I can say what happens when animals don't give us food and materials. ☆ ☆ ☆
Life skills 	I can count the animals in a picture. ☆	I can complete a text using what I see in a picture. ☆ ☆	I can read and say what is missing in the picture. ☆ ☆ ☆
Project 	I work with my group to design a model of a farm. ☆	I work with my group to design and improve the model of the farm. ☆ ☆	We help each other to design and improve the model of the farm. ☆ ☆ ☆

Play time

1 Read and draw

1

There are thirty-one fish.

2

There is a farm with ten animals.

3

I live in number twenty-six.

4

My uncle is forty-two years old.

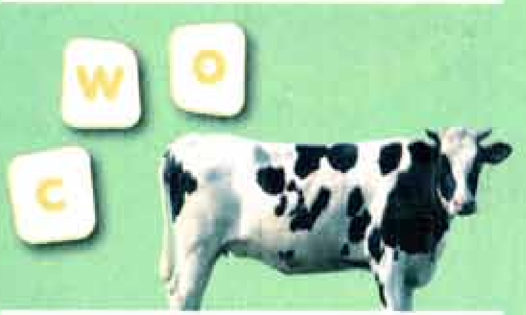
1 Unscramble and write



1 ....



2 ....



3 ....



4 ....



5 ....



6 ....



7 ....



8 ....

Teacher assessment ☐ ☐ ☐ ☐

Review 3

1 Listen and say

2 Ask and answer



Revision of vocabulary and language from units 7-9

Review 3



1 Look, read and answer





1. Is there a farm? Yes, there is.
2. Are there any goats? ....
3. Are there any donkeys? ....
4. Is there a park? ....
5. Is there a river? ....
6. Are there any plants? ....



Revision of vocabulary and language from units 7-9

Review 3

1 Look and write

trees | ~~duck~~ | river | sheep | farm | park

1



There is a duck on the ______.

2



There are ______ in the ______.

3



There are ______ on the ______.

2 Listen and write the number

1 2 3 4 5

Revision of vocabulary and language from units 7-9

1 Listen and write

ar	or	oi/oy	oa/ow/o-e
_ar_	_or_ _	_oi_	_oa_
_ _ar	_or_ _	_oy	_ _ow
ar_	_ _or_	oi_	_o_e

2 Look and write. Then say

1



G_ _ts and h_ _ses stand in the sn_ _.

2



The b_ _ in the p_ _k has a c_ _n.

3



I have a st_ _ on my _ _m and on my n_s_.

Review 3

1 Count and write the numbers in words



1 How much are eleven pens?

That's thirty-three pounds .

2 I want a book and a T-shirt, please.

That's .... pounds.

3 How much are a table and a dog shelter?

That's .... pounds.

4 I want eight water bottles, please.

That's .... pounds.

5 How much are a car and a trash can?

That's .... pounds.

Review 3

Self Assessment

1 Tick what you can say

Now I can ...

say numbers. ☐

11 22 33 44

55 66 77 88

99 100

name farm animals. ☐



name nature words. ☐



say these sounds. ☐

ar

or

ow

oy

o-e

oi

oa

Theme 4:

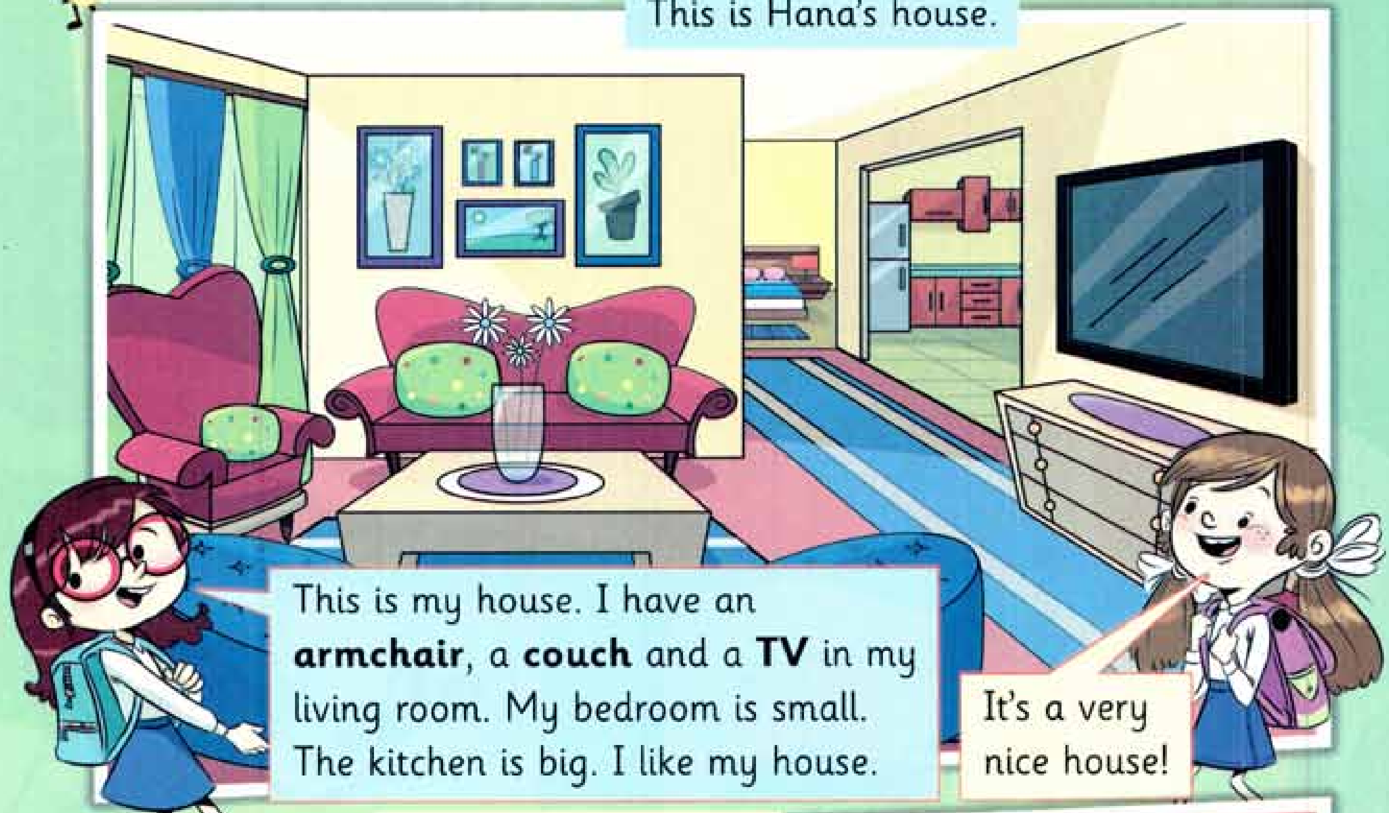


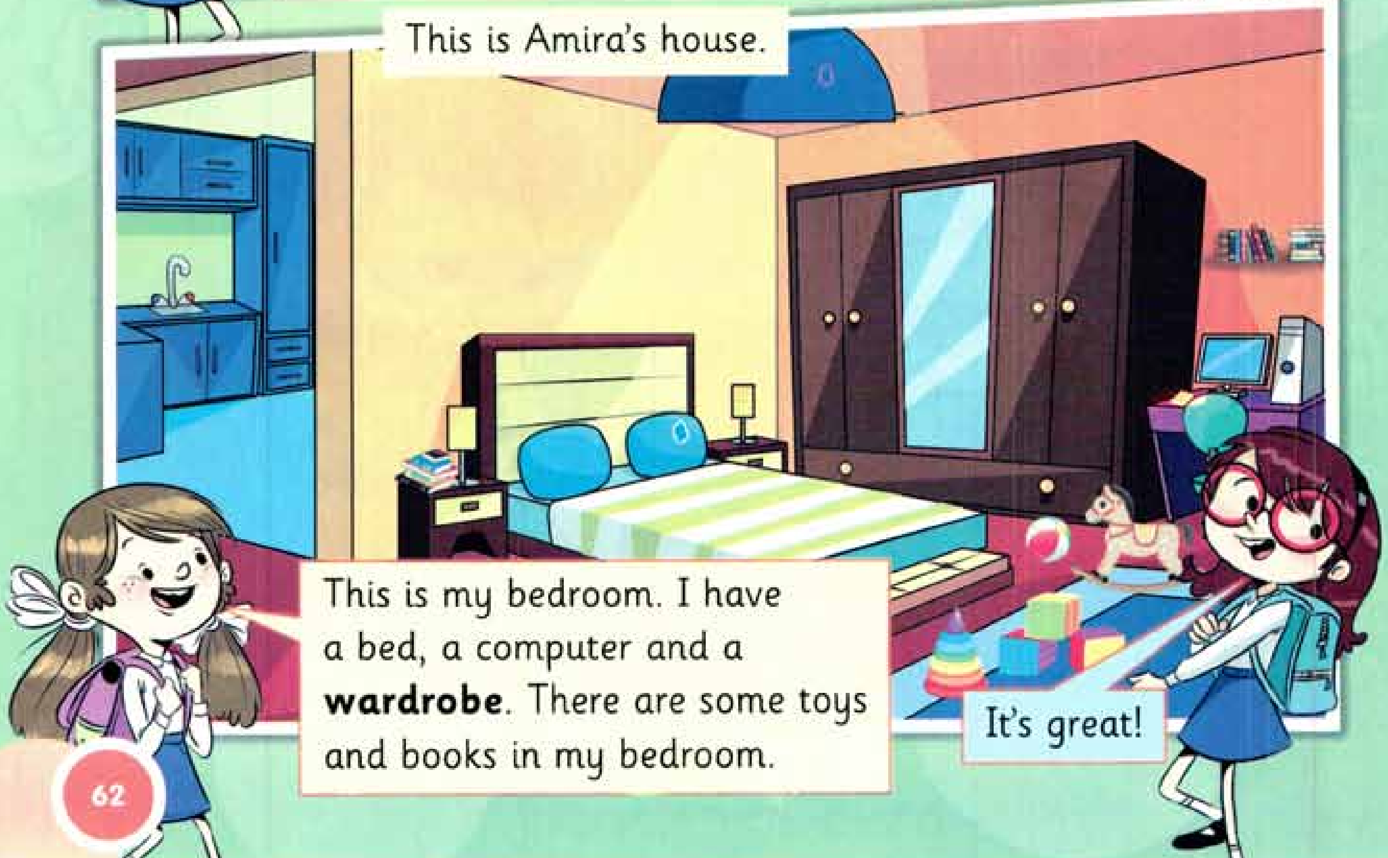
Communication



Unit 10 It's home time

1 Look, listen and read





Listening and reading

1 Listen and read

1

couch

2

armchair

3

TV

4

cupboard

5

picture

6

bed

7

computer

8

wardrobe

2 Listen and say the number. Then trace



It's a cupboard.

1

computer

2

armchair

3

wardrobe

4

TV

5

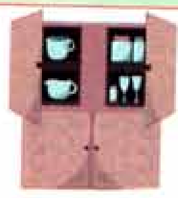
bed

6

couch

7

picture

8

cupboard

Language: *It's a (cupboard).*
Vocabulary: *armchair, couch, TV, wardrobe*

Usage

1 Read and match

1 
I **have** a wardrobe in my bedroom.

2 
I **have** a cupboard in my kitchen.

3 
I **have** a computer in my living room.

4 
I **have** a picture in my bedroom.

5 
I **have** an armchair in my bedroom.

6 
I **have** a couch in my living room.

a 

b 

c 

d 

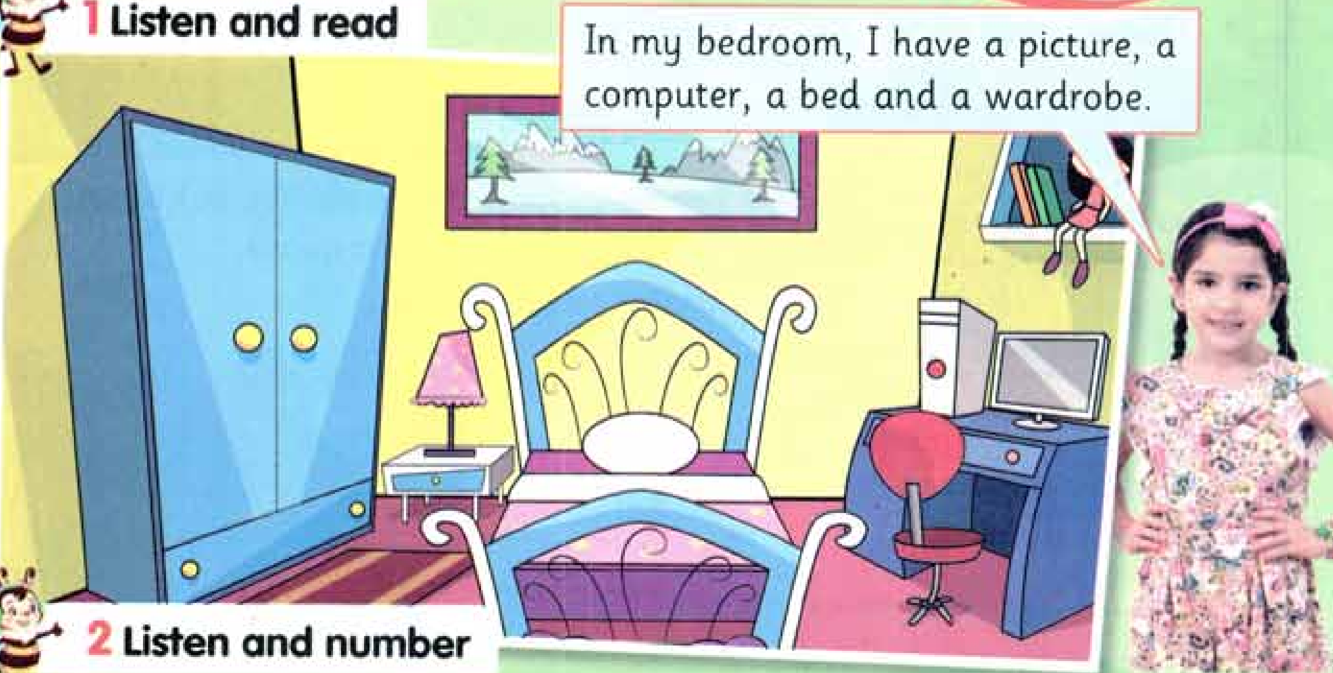
e 

f 

2 Say what you have at home


I have an armchair, computer and a bed in my bedroom.

1 Listen and read



2 Listen and number







3 Draw your bedroom, then complete

In my bedroom, I have ____________, ____________, and ____________.
I like/don't like my ____.

Connect with Social Studies

1 Listen and read



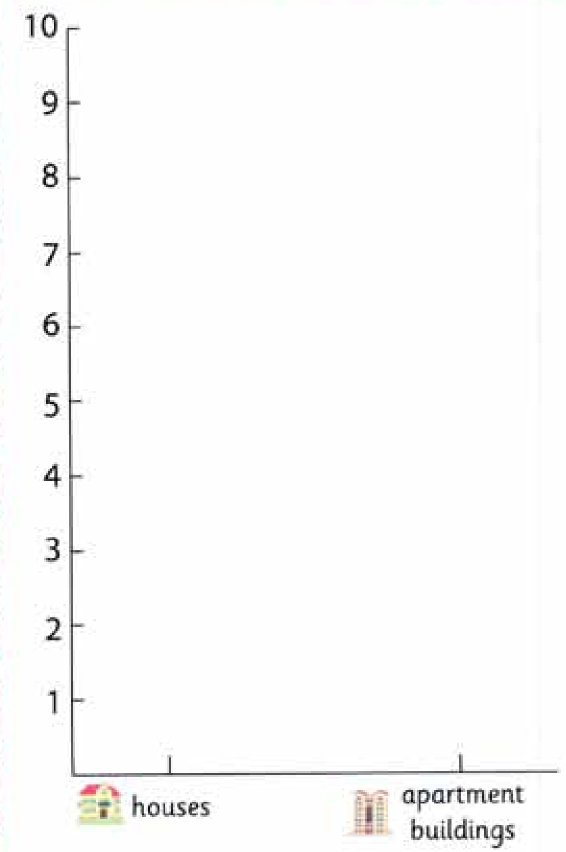
1 Some people around the world live in houses. Usually one family lives in a house. Some houses have gardens.



2 Other people live in apartments in big cities. Apartment buildings are big. Many families live in the building.

2 Look and complete the graph





3 Talk about your graph

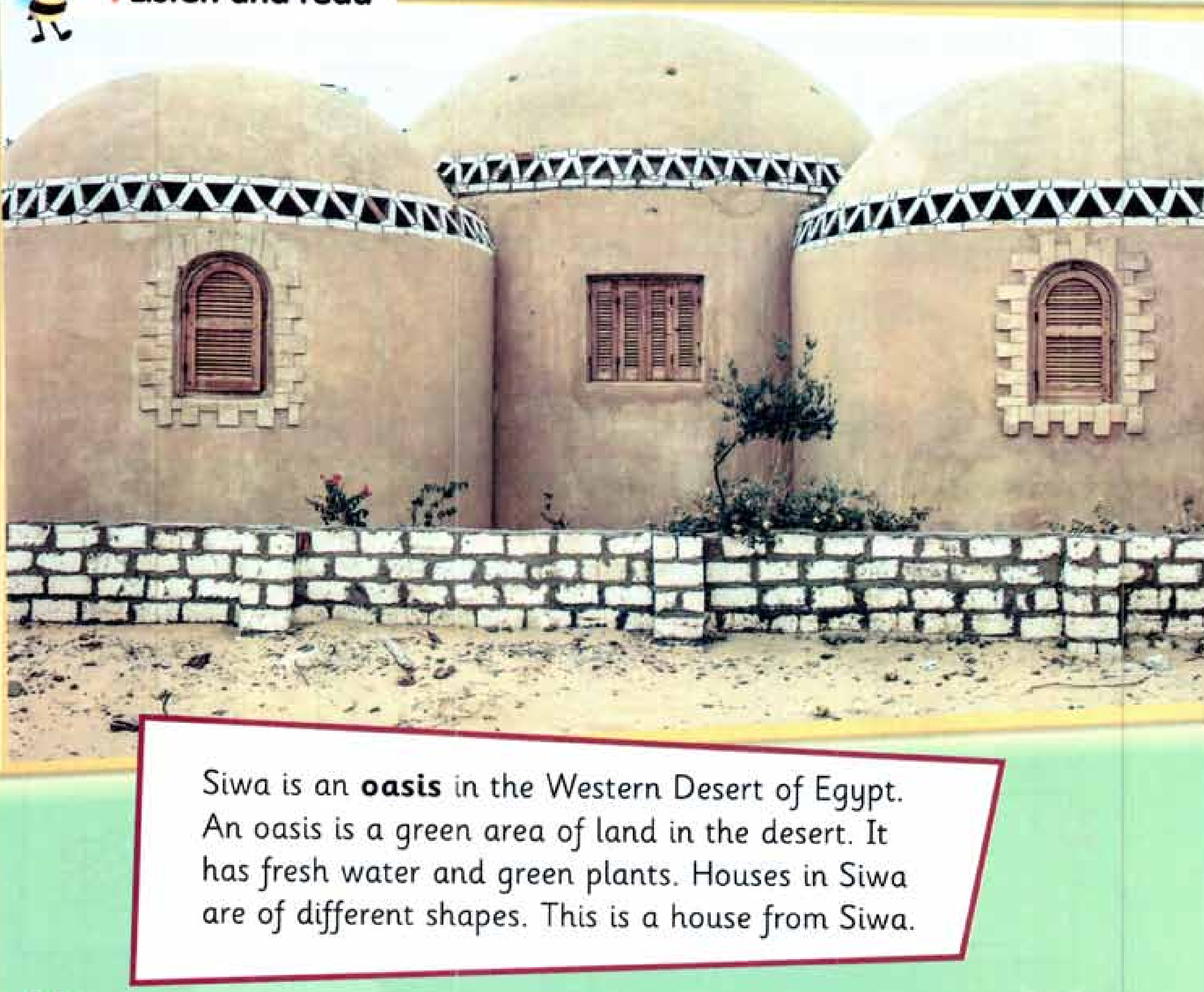
There are ....



Siwa is beautiful!

Unit 10

1 Listen and read



Siwa is an **oasis** in the Western Desert of Egypt. An oasis is a green area of land in the desert. It has fresh water and green plants. Houses in Siwa are of different shapes. This is a house from Siwa.

2 Look at the picture and answer the questions

1 What shapes can you see? ______________.

2 What colors can you see? ______________.

3 What is the shape of your house / apartment building? ______.



ai ay a-e

Learn sounds with Busy Bee!

1 Listen and repeat


train


tail


play


say

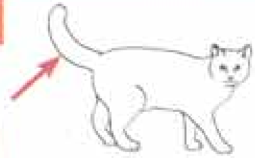

face


cake


grapes

2 Look and color the pictures with ay

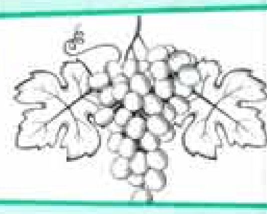
1 

2 

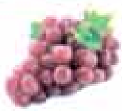
3 

4 

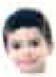
5 

6 

3 Look, read and complete



1 Nour wants to eat ________________.

2 I have one  ________________ and one nose.

3 The cat has a long ________________. 

Phonics: the *ai*, *ay* and *a-e* sounds

ai ay a-e

Learn to write with Busy Bee!

1 Look, trace and say

1


I have a toy train.

2


I like grapes.

3


This is my cat's tail.

4


I play with my friends.

Values
Helping others

1 Look, read and match







a She helps with the door.

b He shares his book.

c She shouts.

d He pushes his friend.

e She gives her friend a drink.

f She helps with the bag.







2 Look and write

Good behavior

1 ______________________________.

2 ______________________________.

3 ______________________________.

4 ______________________________.

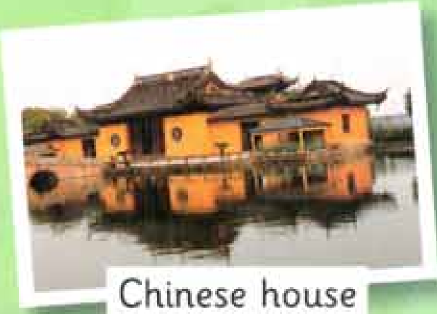
Connect with Social Studies: Houses around the world

Unit 10

1 Listen, read and match the children to the houses

1 

I am Gameela. I am from Nubia. I live in a colorful house.



Chinese house

2 

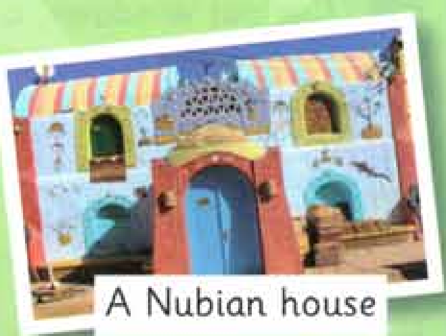
I am Yang. I am from China. I live in a house on the water.



An igloo

3 

I am Uki. I am Inuit. My house is made of snow. I live in an igloo in Alaska.



A Nubian house

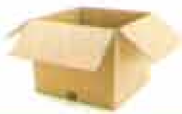
2 Complete about yourself

I am __________________. I live in a ________________________.

My __________________________ is ___________________________.

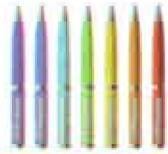
Project: : My 3D house

1 Look, choose and make


cardboard box


scissors


coloring pencils


pens

1


Cut out windows, a door and a roof.

2


Stick the roof on the top of the house. Stick the windows and the door.

3


Stick the house onto cardboard.

4


Decorate the house and the garden.

Show and tell

Unit 10

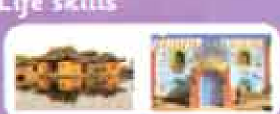
1 Show and tell



Language: *This is my 3D house. There are 2 windows ... .*

Self Assessment

Read and color the stars that describe your effort

Reading 	I can read a text on houses with help. ☆	I can read a text to complete a paragraph on shapes. ☆☆	I can read a text and draw what I read. ☆☆☆
Phonics ai ay a-e	I can read key words with *ai, ay* and *a-e* sounds. ☆	I trace sentences with words with *ai, ay* and *a-e* sounds. ☆☆	I can complete sentences with words with *ai, ay* and *a-e* sounds. ☆☆☆
Speaking 	I can say what I have in my bedroom. ☆	I can describe my house using *'I have ...'*. ☆☆	I can say what I like/don't like in my house. ☆☆☆
Writing 	I can write items in my house. ☆	I can complete a graph on houses and apartments. ☆☆	I can write sentences on my house. ☆☆☆
Life skills 	I love my house. ☆	I know that other people love their houses too. ☆☆	I know that my house is good and the houses of others are good too. ☆☆☆
Project 	I have problems when I work with my group to make our 3D house. ☆	I work with my group to make our 3D house. ☆☆	We help each other to make our 3D house. ☆☆☆

Play time

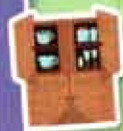
1 Find the home words

apartment - armchair - computer - couch - cupboard - house - picture - wardrobe



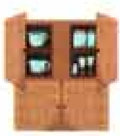



l	w	a	r	d	r	o	b	e	i	v	i	m	u	s
p	r	a	m	c	o	u	c	h	a	s	b	g	a	v
c	f	p	t	r	w	b	i	p	i	c	t	u	r	e
u	k	a	b	h	s	l	p	o	w	u	h	e	m	a
i	a	r	h	o	p	a	r	h	i	p	k	i	c	o
u	e	t	k	u	t	r	e	b	u	b	s	e	h	j
g	o	m	c	s	y	m	a	t	h	o	m	w	a	n
n	j	e	t	e	u	e	r	v	w	a	e	l	i	d
y	v	n	s	p	d	y	o	c	g	r	d	c	r	t
c	s	t	t	o	i	f	m	b	e	d	t	o	m	f
o	c	p	r	t	e	m	c	o	m	p	u	t	e	r



2 Look and complete

I love my apartment! When I get home from school, I have food from the ________  in the kitchen. Then I sit on the ________  or ________  in the living room and watch ________ . I do my homework in my bedroom on my ________ . I have a nice bedroom with a ________  on the wall.



1 Look and draw  or 

1


2


3


4


5


6


Teacher assessment

Unit 11 At the toy store

1 Look, listen and read



How many dolls are there? ....

Listening and speaking

1 Listen, point and say



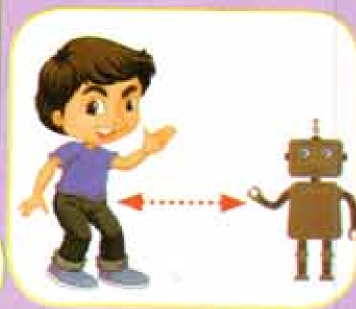
1 This is a big, orange kite.



2 That is a small, yellow kite.

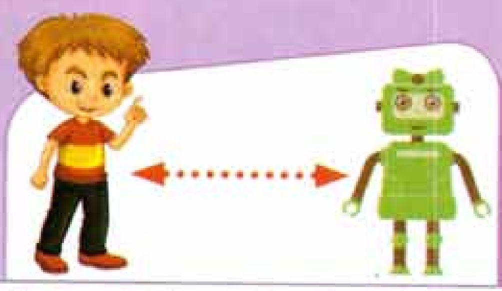


3 This is a tall, blue robot.



4 That is a short, black robot.

2 Look and circle



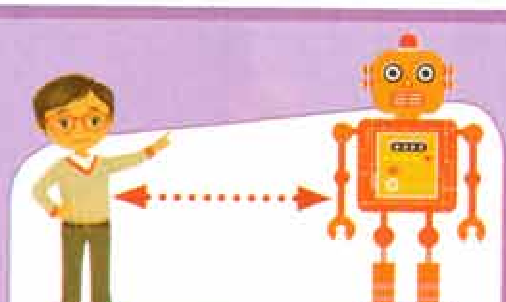
1 That is a **short/tall**, green robot.



2 This is a **big/small**, white kite.



3 This is a **big/small**, yellow kite.



4 That is a **short/tall**, orange robot.

Vocabulary: *big, small, tall, short*

Usage

1 Look and complete

This is | That is

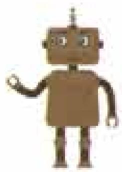




1 ....That is.... a tall, blue doll.

2 .... a small, yellow balloon.





3 .... a big, red bear.

4 .... a short, black robot.

2 Look and write




1 This is a small, brown bear.

2 This is a ....




3 This is a ....
....

4 This is a ....

3 Point and say

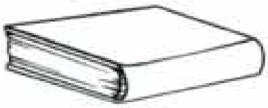
Language: *That is ..., This is ...*

Unit 11

1 Reorder and write

a | book | small | green

1

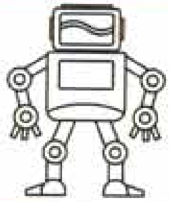


a small, green book.

2 Color

a | robot | blue | tall

2



....

a | red | doll | big

3



....

a | orange | short | bear

4



....

3 Draw and write about your favorite toy

This is my favorite toy.
It's a big, gray robot.



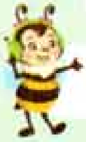


My favorite toy is ....
It's ....



i-e ie y

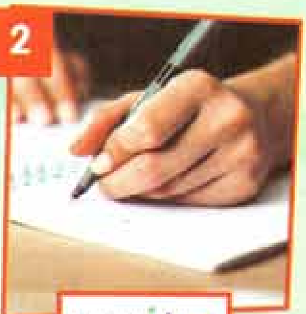
Learn sounds with Busy Bee!



1 Listen and repeat

1

five

2

write

3

line

4

nine

5


time

6

pie

7

fries

8

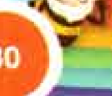
fly

9

my

10

sky



a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the *i-e*, *ie* and *y* sounds

i-e ie y

Learn sounds with Busy Bee!

1 Listen and complete

~~fig~~ ~~five~~ win chicken children time nine

long vowel	short vowel
1 five	1 fig
2	2 ....
3	3 ....
4	4 ....
5	5 ....
6	6 ....
7	7 ....

pin dig line pie write chips fries

a b c d e f g h i j k l m n o p q r s t u v w x y z

Writing

1 Read and complete the words

1 The k _ t _ is blue.

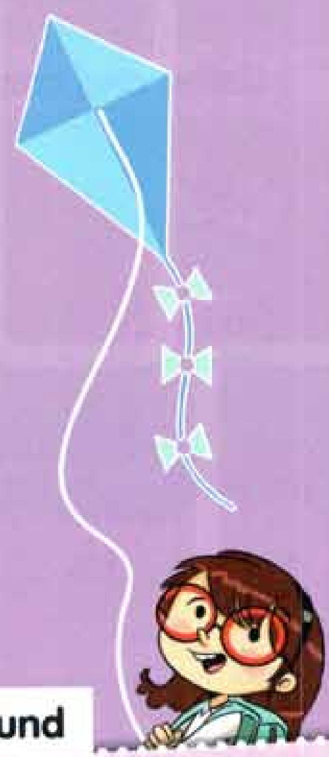
2 The sk _ is gray.

3 What's the t _ m _?

4 There are n _ n _ children in the l_ n _.

5 I like fr _ _ s with my burger.

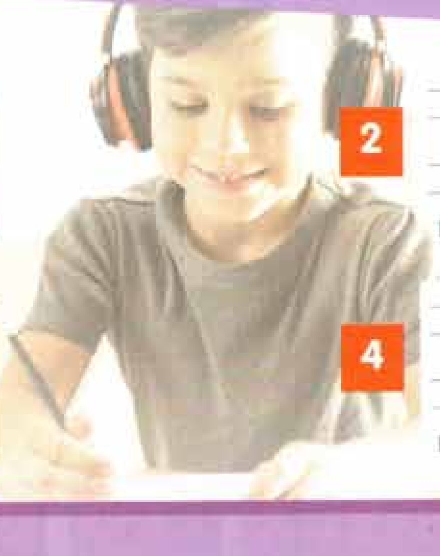
6 That is an apple p _ _.



2 Read and underline words with long i sound

Today is Hana's birthday. Grandma gives her a present. It is a kite. She wants to fly the kite in the sky. The kite flies up high.

3 Listen and trace



1 five

2 write

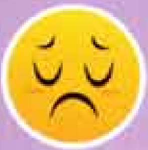
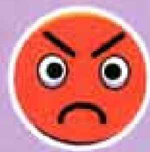
3 my

4 fly

Life skills: Empathy

How are you?

1 Match the pictures to the words

1 
2 
3 
4 

a angry
b sad
c fine
d happy

2 How do you feel in these situations? What will you do?



1 Your sister has a new toy.



2 You are in the park. Your friend picks a flower.



3 Your grandmother is not well.



4 You see a hungry cat.

Reading and writing:

My favorite toy



1 Look, read and complete



Hi. I'm Karim. My favorite toy is a robot.

It's big and blue.



Hello. I'm Nada. My ....

toy is a board. It's ....



Hi. I'm Fareeda. My favorite toy is

a .... She's small.



Hi. I'm Tamer. My ....toy is

a .... It's big and colorful.

It is red, ..., ... and yellow.

Listening and reading

1 Listen and read

2 Sing



My robot

My favorite toy's my robot,
my robot, my robot.
My favorite toy's my robot
Tell me what's yours.



My airplane

My favorite toy's my
airplane, my airplane,
my airplane.
My favorite toy's
my airplane.
Tell me what's yours.



My kite

My favorite toy's my
kite, my kite, my kite.
My favorite toy's my kite.
Tell me what's yours.



3 Ask your friends about their favorite toys



Issues

Technological awareness



1 Listen and read


1 cell phone


2 tablet


3 computer


4 keyboard


5 video game


6 mouse

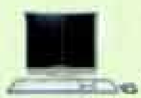

7 internet


8 camera



2 Read and complete



I have a  .... and I look at the  .... on my computer.

I use my  .... and  .... to find everything.

I have a  ....

I take photos with my  ....

Vocabulary: *cell phone, tablet, computer, keyboard, video game, mouse, internet, camera*

ICT - develop an understanding of digital technology

Unit 11

1 Look and complete the text with the words

tablet **cell phone**



Ramy: I like my ....
Sometimes I use it for
my English homework.



Roba: I like my ....
I use it to talk to my
grandmother.

2 Write about yourself

I like ....

....

....

Project: A model of a toy store

1 Look, read and make



cardboard | toilet rolls | tissue box | clay | glue



1 Choose your materials.



2 Make your toys.



3 Decorate.



4 Glue your toys into your toy store.

Show and tell

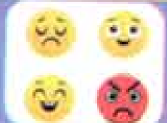
1 Show and tell



Language: *This is a big, yellow balloon. That's a yellow and blue robot.*

Self Assessment

Read and color the stars that describe your effort

Reading 	I can read texts on toys and technology. ☆	I can read texts on toys and technology and complete with key details. ☆☆	I can read texts on toys and technology and draw what I read in the texts. ☆☆☆
Phonics 	I can read key words with *i-e*, *ie* and *y* sounds. ☆	I can complete sentences with words with *i-e*, *ie* and *y* sounds. ☆☆	I can say words with long *i-e*, *ie* and *y* and words with short *i*. ☆☆☆
Speaking and ICT 	I can say my favorite technology. ☆	I can talk about my favorite technology . ☆☆	I can talk about my favorite technolgy and say why I like it. ☆☆☆
Writing 	I can write words about toys and technology. ☆	I can complete sentences with words about toys or technology. ☆☆	I can write sentences on my favorite toy or technology. ☆☆☆
Life skills 	I love my friends. ☆	I feel sad for my friends when they have a problem. ☆☆	I can help my friends when they have a problem. ☆☆☆
Project 	I work with my group to make a model of a toy store. ☆	I work with my group to make a model of a toy store and provide them with new ideas. ☆☆	I work with my group to make a model of a toy store, provide them with new ideas and help my group mates. ☆☆☆

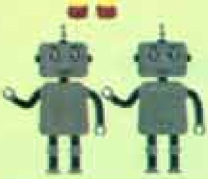
Play time

1 Look, match and trace

1 

2 

3 

4 

a It's a tall, orange doll.

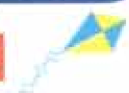
b These are short, black robots.

c That is a small, red kite.

d I have a big, blue balloon.

2 Complete the crossword

Across

2  This is a ...kite... .

4 That's a ...., yellow balloon.

5  This is a blue ....



Down

1 How are you? I'm  ....

3 This is a .... blue robot.

4 This is a .... black robot.

6  This is a .... blue balloon.



1 Read and color

Color the tablet yellow.

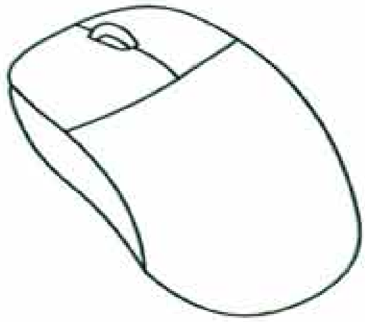
Color the keyboard blue.

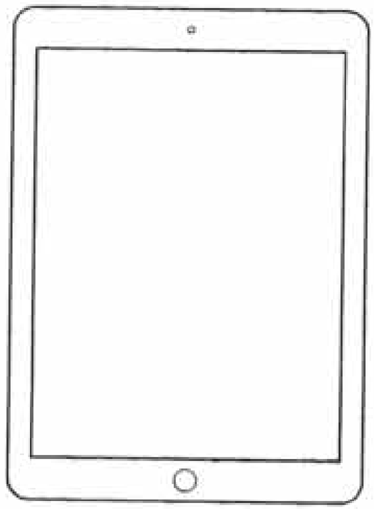
Color the mouse red.

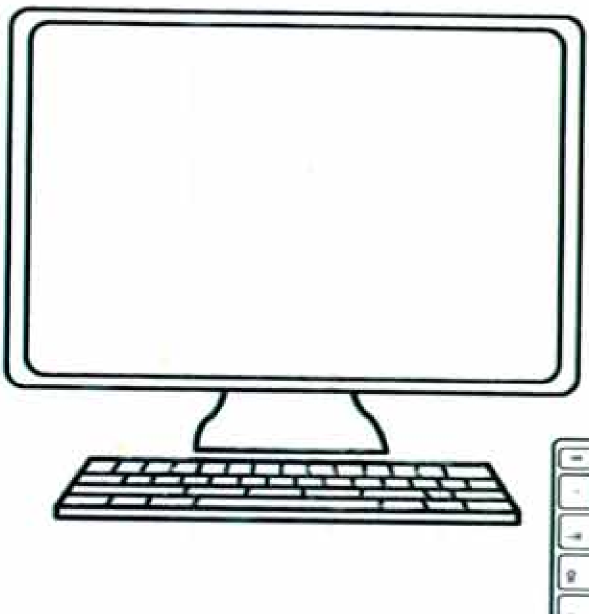
Color the cell phone black.

Color the computer orange.









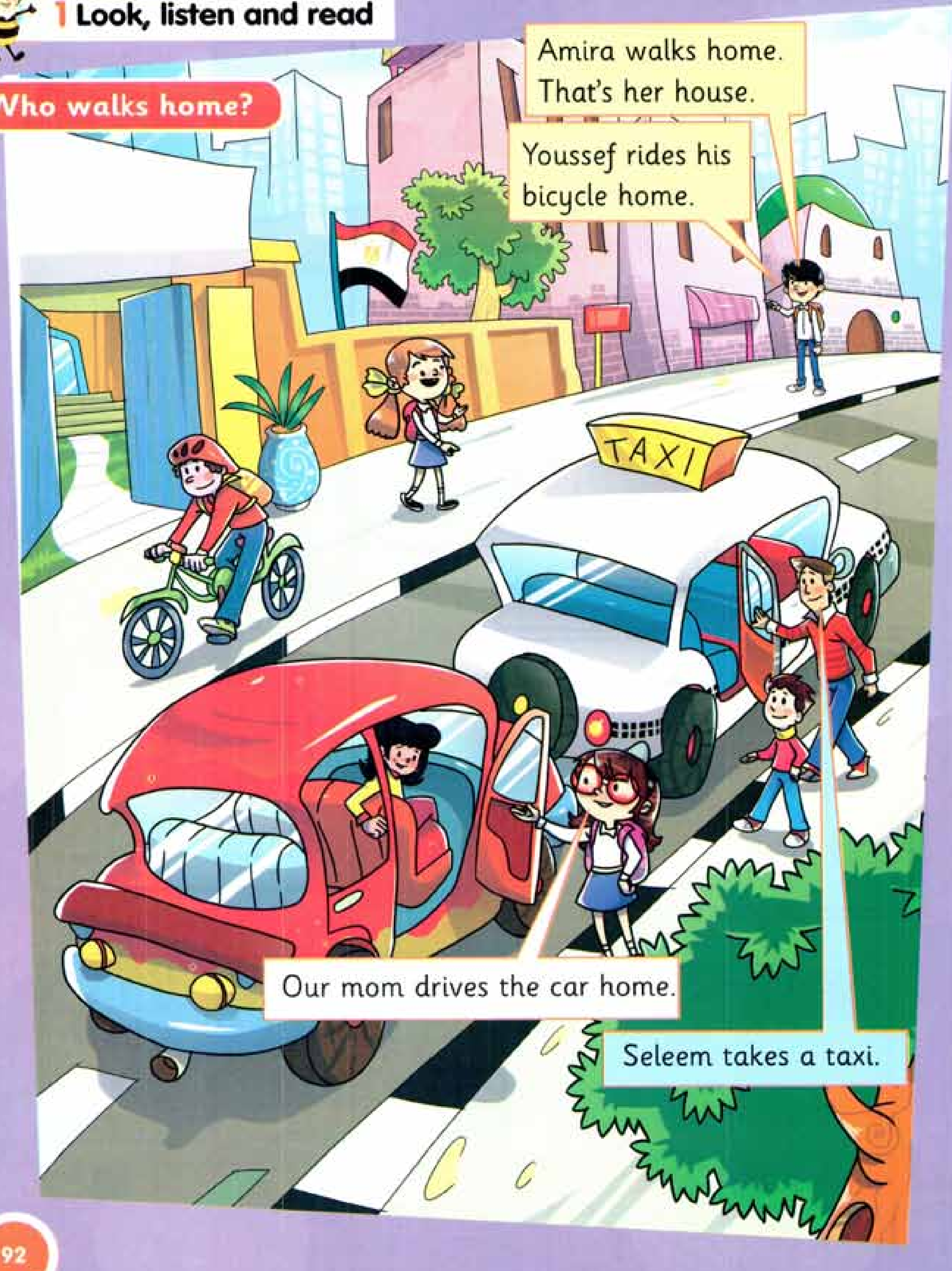


Teacher assessment

Unit 12 Go straight on

1 Look, listen and read

Who walks home?



Listening

1 Listen, point and say



ride a bike



walk



drive



taxi



plane

2 Listen and number



3 Say

Vocabulary: *ride, walk, drive, taxi, plane*

Connect with Geography

Which place?

1 Listen and number















2 Listen and write the number of syllables

1 park [1] 2 library [ ] 3 school [ ] 4 store [ ]

5 museum [ ] 6 restaurant [ ] 7 beach [ ]

3 Read, write and say



Where can you buy things?

At a store.

1 Where can you read books? At a ________________.

2 Where can you eat food? At a ________________.

3 Where can you buy things? ________________.

4 Where can you swim? ________________.

1 Listen, read and number the places



My town is small and beautiful. There's a (1) **beach**. In front of the beach there's a (2) **restaurant** with yummy food.

Behind the restaurant there's a (3) **museum** and a (4) **library**.

I live on Ismail Mohamed Street. My (5) **school** is on my street and next to the school there's a (6) **park**. In the park there are trees and flowers. Behind the park there's a (7) **store** where we buy all our food.

2 Look and complete

library
museum
~~park~~
restaurant
school
~~store~~
store
library



1 There's a ____store____ next to the ____park____.

2 There's a ____________ behind the ____________.

3 There's a ____________ next to ____________.

4 There's a ____________ in front of the ____________.

Listening and reading

My world

1 Listen and read



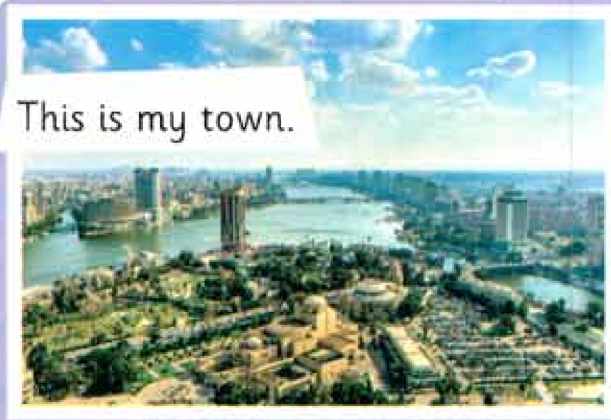
This is me.



This is my street.



This is my village.



This is my town.



This is my city.



This is my country.



This is my world.

2 Point and talk about yourself

Vocabulary: *street, village, city, town, country, world*

Issues: Loyalty and belonging

My world



1 Draw and write about yourself

This is me

This is ____________________

____

This is ____________________

____

____

____

____

____

Story

Where do you live?

1 Look and answer

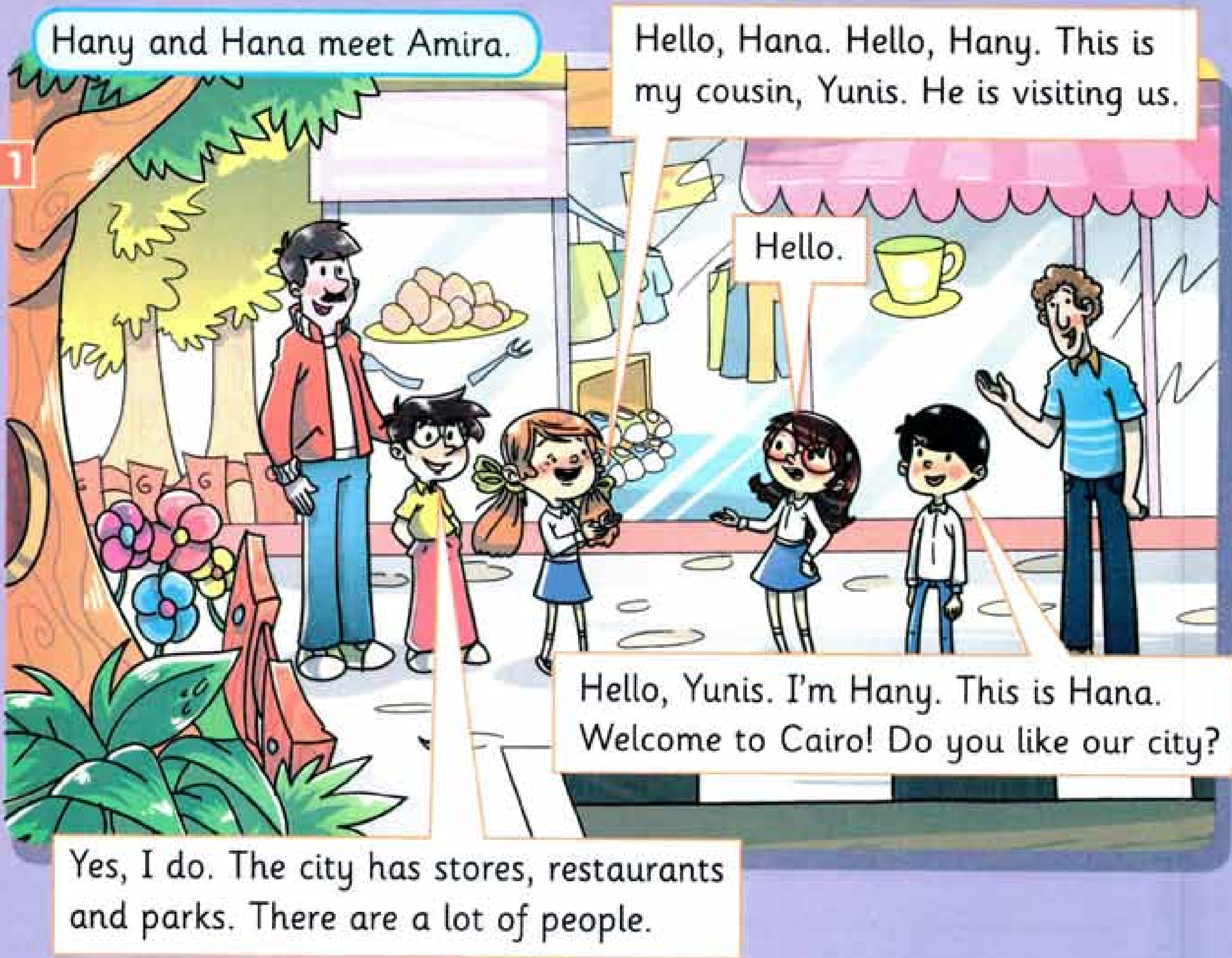
1 Where are the children?

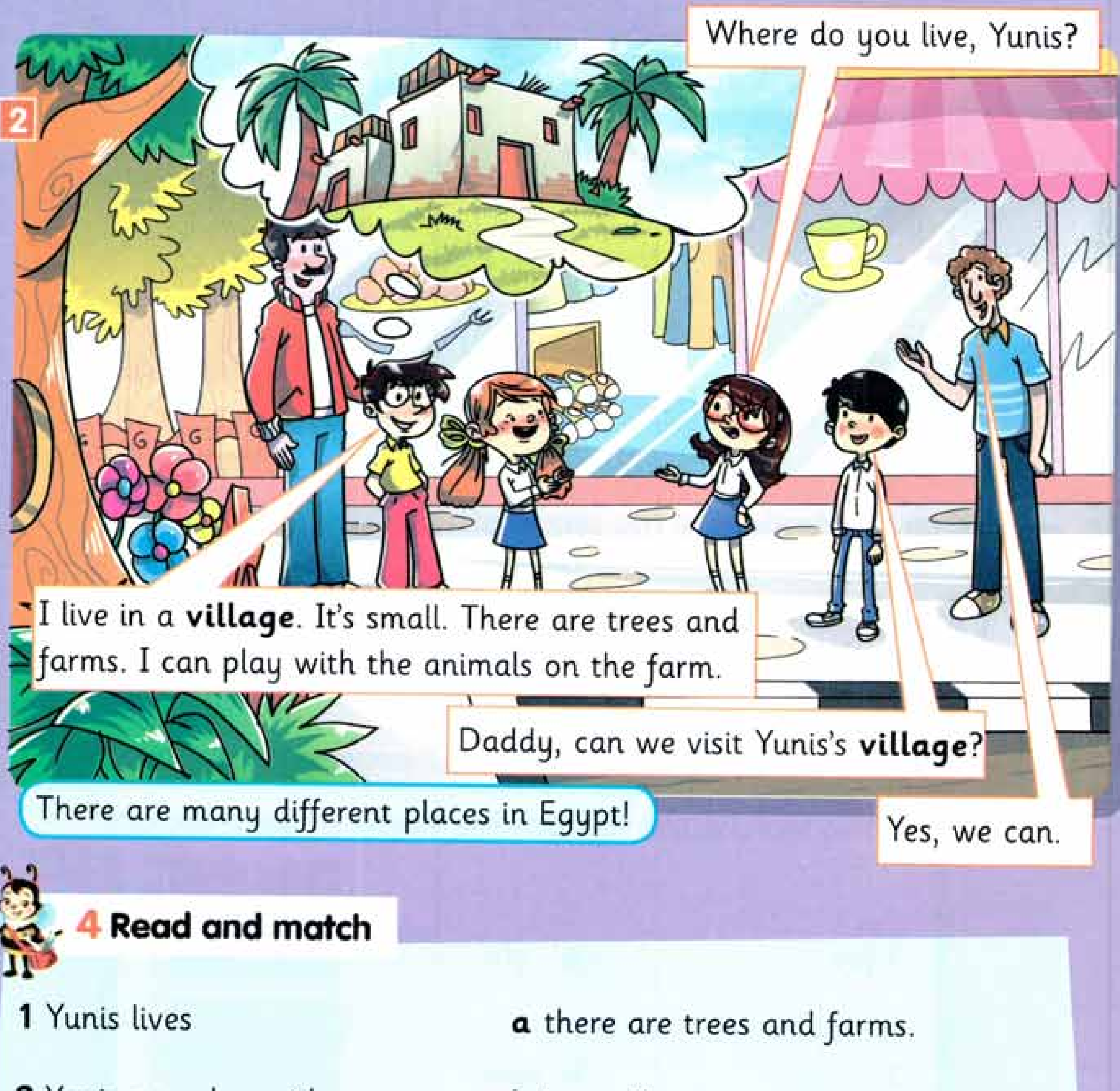
a In front of a store.

b Next to a library.

2 Listen and read

3 Role-play





4 Read and match

1 Yunis lives

2 Yunis can play with

3 In a village,

4 Yunis likes the city because...

a there are trees and farms.

b in a village.

c it has stores, restaurants and parks.

d animals on the farm.



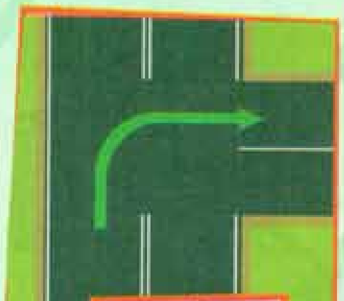
igh

Learn sounds with Busy Bee!

1 Listen and read. Then say



firefighter



right

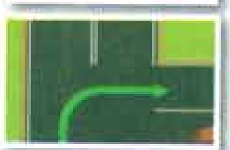


night

2 Listen and underline the silent letters

1 firefighter	**2** night	**3** eight
4 traffic lights	**5** right	

3 Match the word parts to form the name of each picture

1 fire	**a** ght	
2 r	**b** ight	
3 ni	**c** fighter	

Phonics: the *igh* sounds

a b c d e f g h i j k l m n o p q r s t u v w x y z

igh

Unit 12

Learn to write with Busy Bee!

1 Look and trace

1



The firefighter helps us.

2



Go right.

3



The night is black.

2 Order to make sentences

1 has /eight / Sara / toys. ______________.

2 sleep / We / at / night. ______________.

3 store / The / is / the / right / on. ______________.

4 father / My / is / firefighter / a. ______________.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Directions

Where is it?

1 Look and write

a Turn left. **b** Go straight. **c** Turn right.



1 ____________



2 ____________



3 ____________

2 Listen and follow

From Waleed's house to his school



1 Listen and read. Say what buildings A, B and C are



1

Zain: Waleed, where is Sherif's house?

Waleed: Sherif's house is on your left. Go out of my house, go straight, past the park on the left, then Sherif's house is on your left.

Zain: Thank you!

2

Ziad: Waleed, where is the museum?

Waleed: Go out of my house, turn right and go straight. Then turn left and go past the store on your right. It's next to the store.

Ziad: Thank you!

3

Lina: Waleed, where is the restaurant?

Waleed: It's very easy. Go out of my house, go straight, past the park on the left, then past Sherif's house, and it's in front of you.

Lina: Thank you!

2 Write the words

A: ________. B: ________. C: ________.

Project: A 3D model of our town



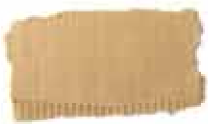
1 Read and make



scissors



glue



cardboard paper



tissue box



colored paper

1



Choose your building.

2



Make your building.

3



Write the name of your street. Put up your building in the town.

Show and tell

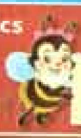
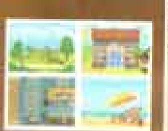
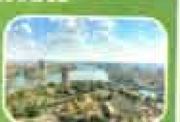
1 Show and tell



Language: *This is my house. It's next to the museum.*

Self Assessment

Read and color the stars that describe your effort

Reading 	I can read texts on places and directions. ☆	I can read texts on places and directions and complete with details from the texts. ☆☆	I can read texts on places and directions and find places on a city map. ☆☆☆
Phonics  igh	I can read the key words with silent *igh* sound. ☆	I can trace sentences with words with silent *igh* sound. ☆☆	I can write sentences with words with the silent *igh* sound. ☆☆☆
Speaking and Geography 	I can say places and key direction words. ☆	I can say how to get to a place on a city map; a museum, park, school, ... etc. ☆☆	I can say how to get to my house. ☆☆☆
Writing 	I can write words about places and directions. ☆	I can write answers to questions on places and directions. ☆☆	I can write how to get to my school. ☆☆☆
Values & issues 	I love my village/town/city and country. ☆	I love my village/town/city and country, and can say why. ☆☆	I love my village/town/city and country, and know that others love their homes, too. ☆☆☆
Project 	I work with my group to make a model of our town. ☆	I work with my group to make a model of our town and say ideas to modify the model. ☆☆	We help each other to make and modify a model of our town. ☆☆☆

Play time

1 Follow the lines. Where do Shady, Fares and Dareen go?



2 Point and say. Use the words in the box

restaurant	drives	school	walks	library	rides a bike

3 Write the sentences

1 Shady rides a bike to the library.

2 Fares ______________________.

3 Dareen ______________________.

Play time

Unit 12

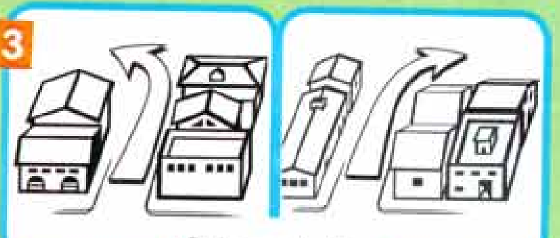
1 Read and color the correct picture



1 She rides a bike.



2 He drives a car.



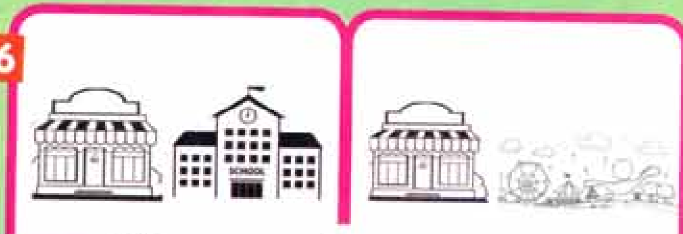
3 Turn left.



4 Turn right.



5 Go straight.



6 It's next to the park.

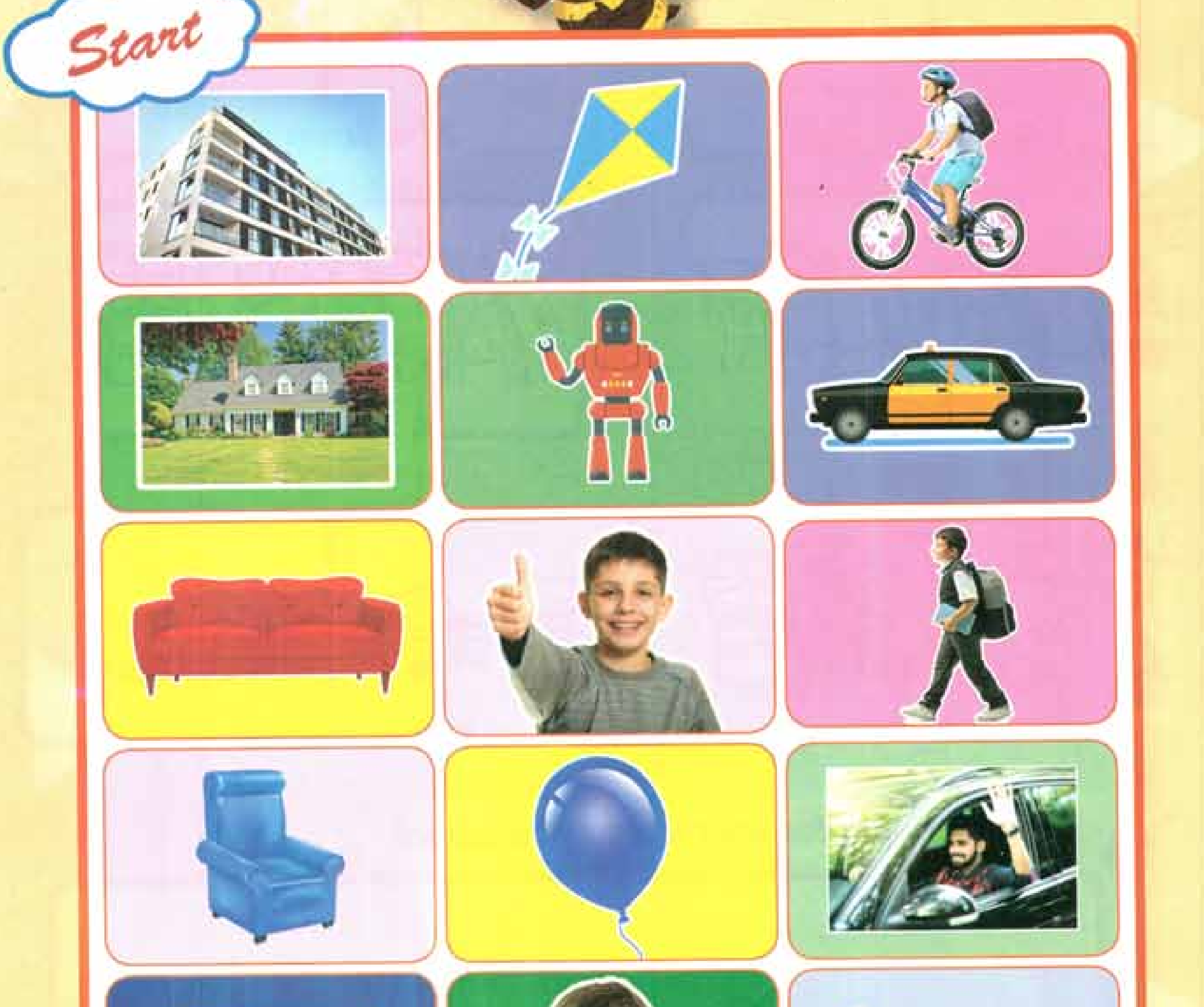
2 Draw a map for your journey to school

Teacher assessment

Review 4

1 Listen and point

2 Play and say



Revision of vocabulary from units 10-12

Reading

1 Look, read and color the correct pictures for Amira's bedroom



This is my bedroom. I have a bed, computer, wardrobe and a picture. I have four toys – a blue robot, an orange kite, a yellow balloon and a red teddy bear.





2 Point and say

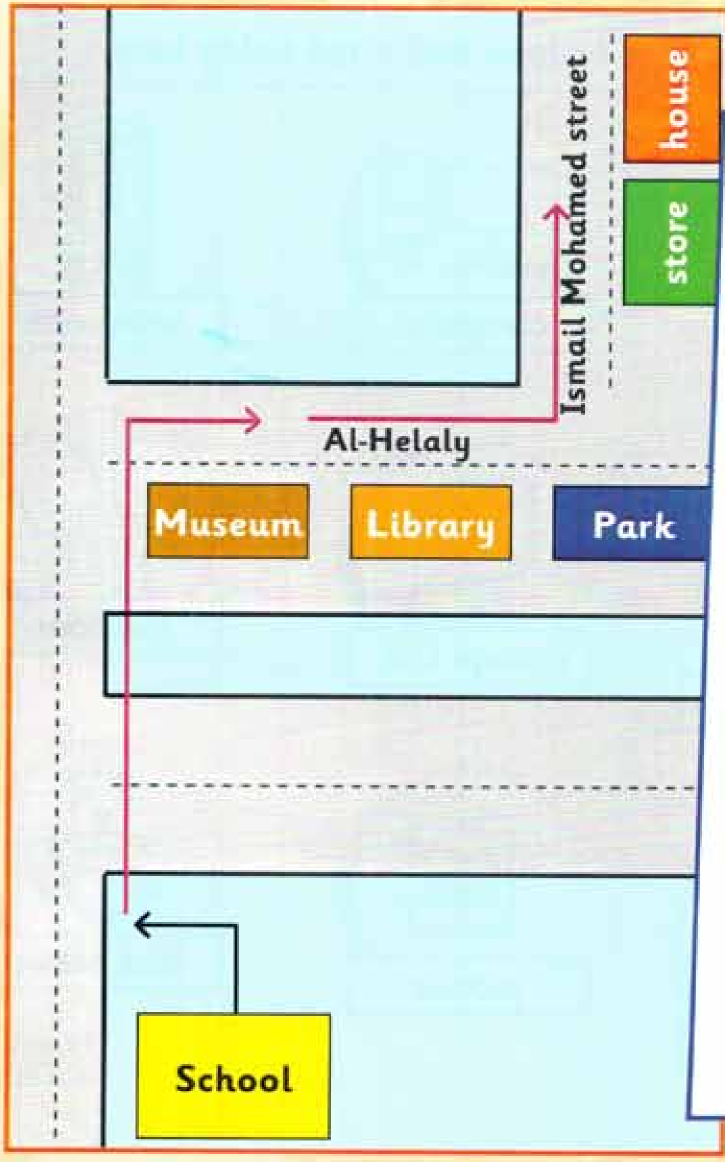


Revision of vocabulary from units 10-12

Review 4

1 Look and complete with the words in the box

right	park	house
turn	straight	~~school~~



My 1 school is near my house. I walk home. I come out of school and 2 ________ left, then I go 3 ________ and take the second 4 ________ onto Al-Helaly Street. I walk along Al-Helaly Street, past the museum, the library and the 5 ________. I turn left onto Ismail Mohamed Street. I go past the store. Then I come to my 6 ________.

2 Listen and check

Revision of vocabulary from units 10-12

Phonics

Review 4

1 Listen and write

ai ay a-e y ie i-e igh

c a k e	fl _	n _ _ _ t
s _ _	p _ _	firef _ _ _ ter
tr _ _ n	n _ n _	r _ _ _ t

2 Look and write. Then say

1



My kite is in the _ _ _.

2



I can see a _ _ _ _
and _ _ _ _ _ _ _ on a plate.

3



The _ _ _ _ _ _ _ _ _ _ _ _
helps the _ _ _ _ _.

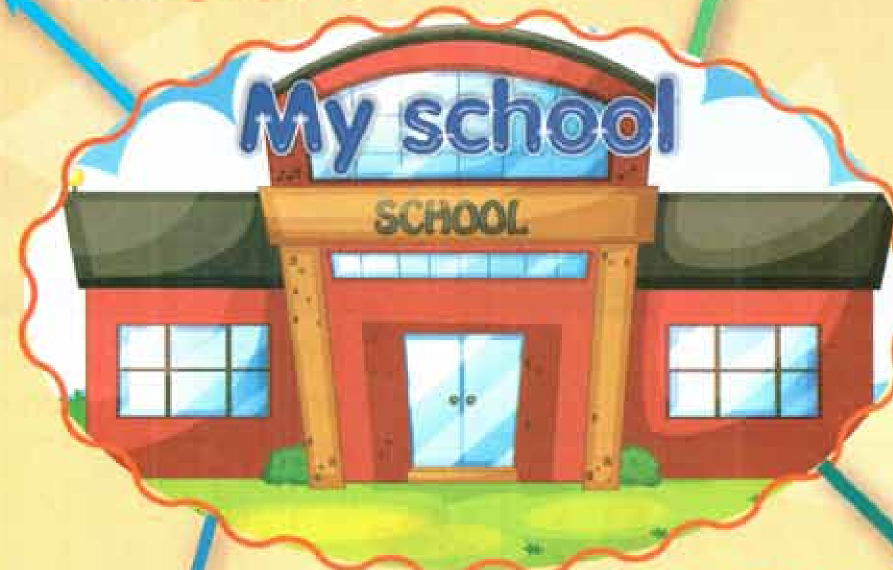
Revision of phonics from units 10-12

Play time

1 Read, draw and complete

next to ______________

in front of ______________



near ______________

behind ______________

Self Assessment



1 Tick what you can say



Now I can ...

name furniture.



name toys and their colors.



say different ways to travel.



give directions.



say these sounds.

i-e

y

ai

igh

ay

a-e

ie

CONNECT READING ADVENTURES

The Water Pump



By Abdel-Tawab Youssef

Translated By Loubna Youssef

Illustrated by Huda Elmurshidy

Picture Dictionary



break



crops



fix



heart of the pump



flow



neighbor



plumber

Picture Dictionary



pour



pot



tractor



travel



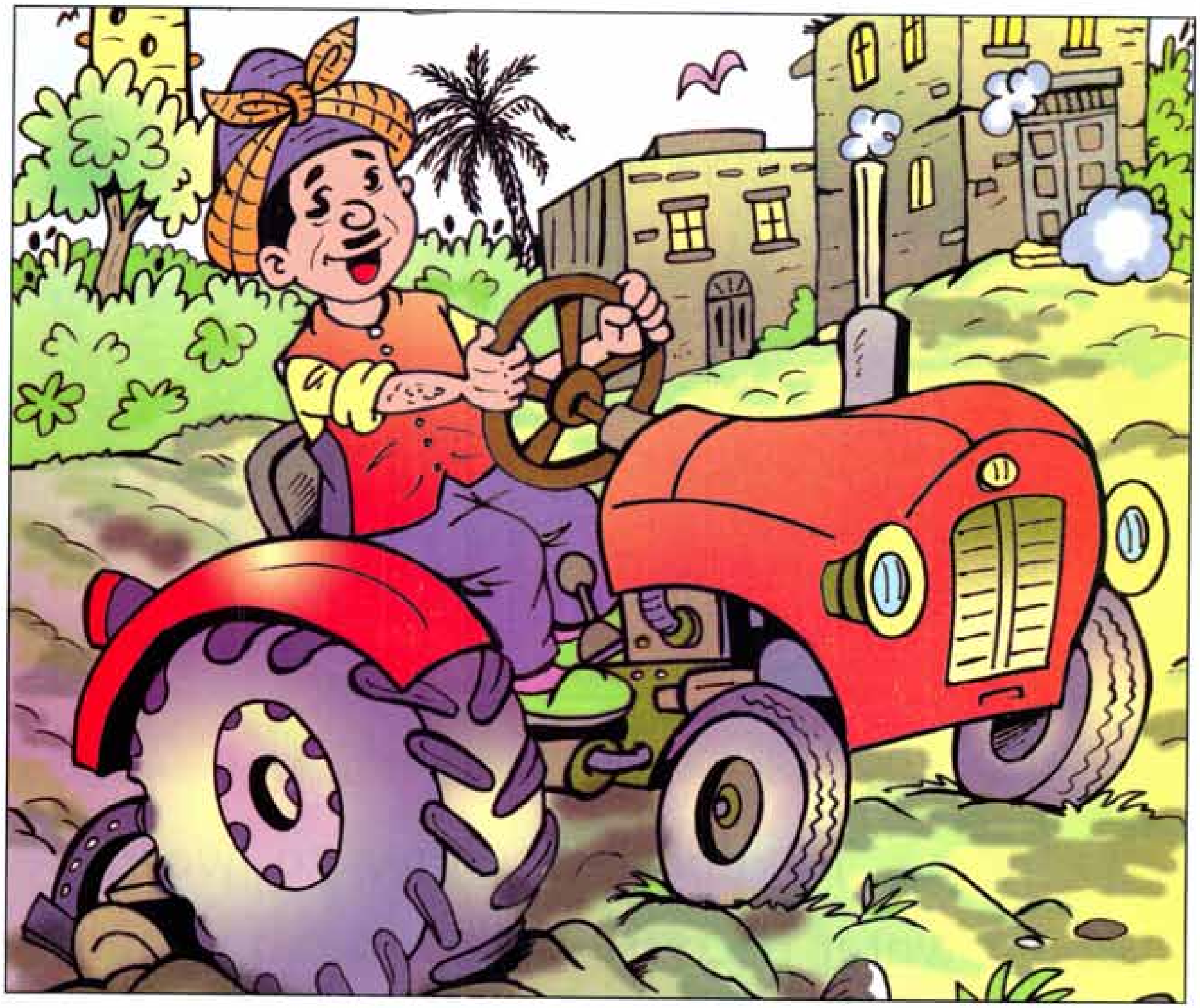
water pump

Before reading



Look and say where Amm Abdel-Azim lives

a in a city **b** in a village



Amm Abdel-Azim is a kind farmer. He loves his tractor and his field. He cares for his crops and loves them very much.



At home, he does not have to worry about water because he has a big water pump.

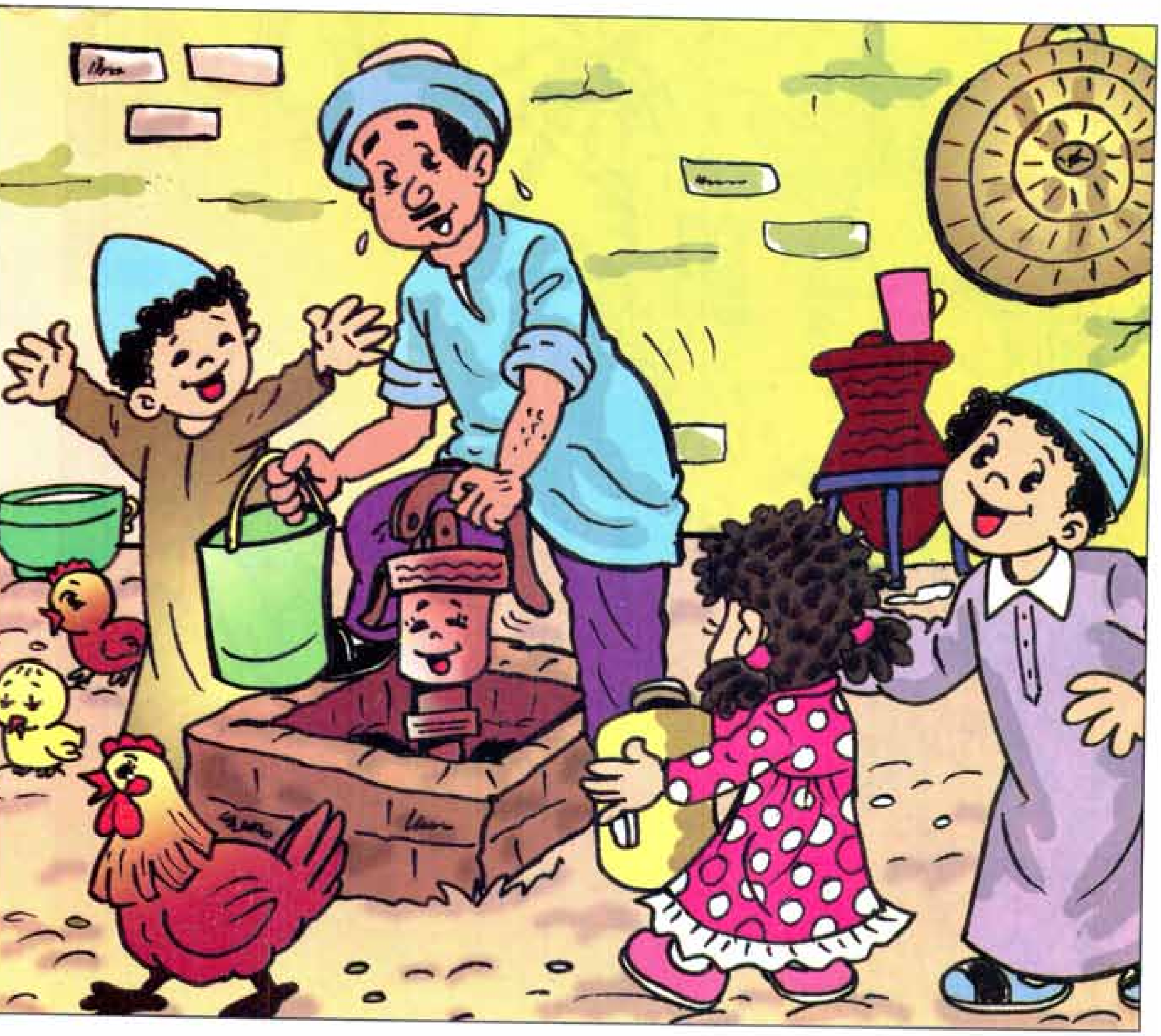
The water of Amm Abdel-Azim's pump makes the best tea.



The people in the village send their children with large pots to get water from Amm Abdel-Azim's water pump. Amm Abdel-Azim allows everyone to use it.



When little children can't pull the hand of the water pump up and down, Amm Abdel-Azim helps them. He always says, "This water pump belongs to the whole village."



When the water pump breaks, Amm Abdel-Azim quickly fixes it. He is always happy to do this.



Before he travels, Amm Abdel-Azim tells his neighbor, "Never stop people from getting water. You must fix the pump when it breaks."



The neighbor does not listen. Amm Abdel-Azim comes back after a week. The water pump does not work. He asks his neighbor, "Why doesn't the water pump work?"

"We can't fix it", says his neighbor.



Amm Abdel-Azim is very angry. He starts to fix the heart of the water pump, but he can't. He asks a plumber to help him. The plumber says, "We must pull the pump out and dig it in again."



Amm Abdel-Azim and the plumber work hard. They fix the heart of the water pump. Many children with empty pots watch.



A little boy wants to start the water pump. Amm Abdel-Azim says he can. The little boy shouts, "Come on, pump! Pour and pump!"

Pure and clean water flows out of the water pump.



Amm Abdel-Azim walks away, saying, "The heart of the pump is clean. A clean heart gives clean water."

Until today, the water pump is pure and gives water to everyone in the village. It makes the best tea!

Story

The Water Pump

1 Look, read and guess the meaning of the underlined words

1 <u>Pure</u> water comes out of the pump.

a dirty **b** clean

2 Amm Abdel-Azim fixes the <u>heart</u> of the pump.

a inside **b** outside

3 Amm Abdel-Azim <u>allows</u> people to use his water.

a agrees **b** doesn't agree

2 Look, read and match

1 A little boy wants to start the water.

2 Amm Abdel-Azim wants a plumber to help him.

3 Amm Abdel-Azim cleans the water pump.

a


b


c


The Water Pump



3 Look, read and complete



Amm Abdel-Azim is a
.... He lives in a
....



He has a water ....
....
....



Everyone in the village gets
.... from the
water pump.



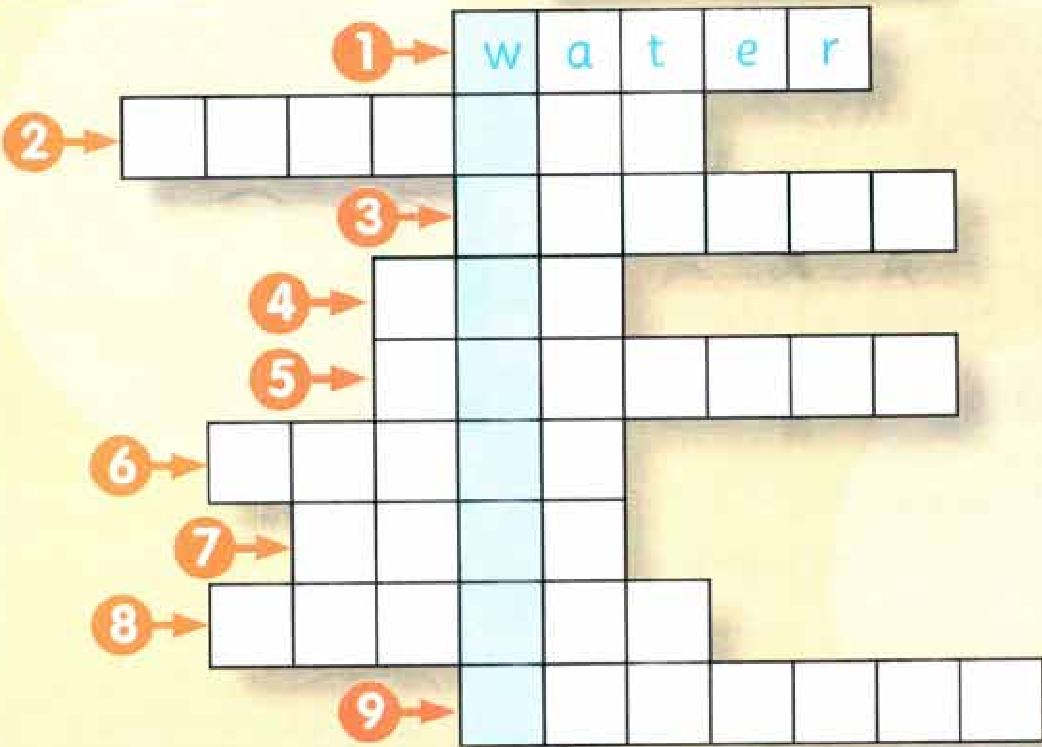
One day, the water pump ....
Amm Abdel-Azim .... it.
Everyone is happy.

Story

The Water Pump



4 Find the mystery word: ....





















The Water Pump

5 Read and match

1 When the water pump breaks,

2 When Amm Abdel-Azim can't fix the pump,

3 When the heart of the pump is clean,

a it gives clean water.

b Amm Abdel-Azim fixes it.

c he asks the plumber to help him.

6 Look, read and say why you like/don't like these characters

1 Amm Abdel-Azim



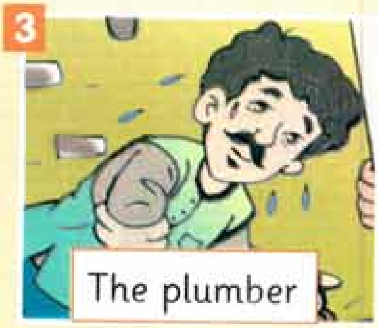
....
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2 The neighbor



....
....
....
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3



The plumber

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